DOCUMENT RESUME

ED 132 775 EC 092 206

TITLE	Modified Primary Program for Children with Learning Disabilities. July 1, 1973 - June 30, 1974. Final Report on Products and Results of Year's Work.
INSTITUTION	Anchorage Borough School District, Alaska.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	H223155
PUB DATE	Jun 74
NOTE	114p.; Some pages may be marginally legible. Reproduced from best copy available
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Community Involvement; Family Involvement; Identification; Information Dissemination; Inservice Teacher Education; *Learning Disabilities; Primary Education; *Program Descriptions; Program Evaluation; Research Proposals; Staff Improvement
IDENTIFIERS	*Alaska (Anchorage)

ABSTRACT

Outlined are the 1973-1974 activities of the Modified Primary Program for Children with Learning Disabilities in Anchorage, Alaska. Discussed is work revolving around the project's eight objectives which include the establishment of assessment procedures to identify potential learning disabled children at an early age, the provision of in-service training for five regular primary teachers who will be assigned to modified primary classes, and the operation of four modified primary classes in which individually prescribed educational programs are provided. Detailed are such program areas as child screening and assessment, staff development, program evaluation, parental and community involvement, and research activities. Included among appendixes are information on dissemination activities and materials, statistical data showing evidence of progress made by children in modified primary classes, and an outline of staff development activities. (SBH)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED132775

For Federal Programs office

EC

PROGRAMS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

P. L. 91-230, Title VI-G

12/27

Final Report on Products and Results of Year's Work

July 1, 1973 to June 30, 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

Grant No. OEG-O- H223155

Project Name Modified Primary Program for Children with Learning Disabilities

Project Location Title VI-G Office

Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

Project Director (Signature) Barbara C. Smart
Barbara C. Smart, Ph.D.

Date of Report Submission July 26, 1974

EC092206

Learning Disabilities
Final Report FY '73

For your brief narrative report on this year's activities please discuss:

1. Major program activities and accomplishments in terms of established goals and objectives. Note and explain revisions, changes, and modifications from the original, planned program.

As stated in the proposal, "The major objective of this grant is to establish and operate a model center for primary aged school children who are potentially learning disabled." It can be demonstrated at this time that the main objective has been met and exceeded; for during the second year of the project, seven modified primary classes, rather than the four specified in the proposal, were in operation in the Anchorage Borough School District. All seven of the classes served as models, and the class taught by Lucille Shoup at Willow Crest School was moved to the Helen S. Whaley Center for Learner Assistance for six weeks. During that period it served as a demonstration class in a room equipped with an adjacent observation booth with a one-way viewing window. There will be fourteen modified primary classes in the Anchorage Borough School District during the coming school year.

The eight sub objectives have been met with little or no deviation from the original planned program.

Objective #1

Establish assessment procedures whereby children with potential learning disabilities can be identified in the regular school program at an early age.

Discussion

This objective was attained by the end of the first year of the project, for the Alaska Learning Disabilities Ranking Scale, developed by Roger Clyne, Psychologist for the project, was used successfully to screen children for the seven modified primary classes in operation during 1973-74 and again in the spring of 1974 to identify kindergarteners to be assigned to the program next fall.

Sophisticated statistical refinement was not accomplished. However, empirically the ALDRS appears to be an efficient instrument for identifying potentially learning disabled children in late kindergarten or early first grade. As specified in the proposal, it was "developed in such a manner that it can be used by regular primary teachers with a minimum of supervision and special training." It is relatively inexpensive, can be completed quickly, and does not require the special arrangements necessitated by individual testing. Thus, a complicated, clinically based diagnostic process which will probably be a bottleneck in communities with limited resources, can be circumvented; and placement in a preventive program can take place soon after the child's need is first recognized.

Recent research by Keogh, Tchir, and Windeguth-Behn[1] reaffirms the classroom teacher's ability to recognize children who are "at educational high risk." These authors state

> The kindergarten and primary grade teacher's day-to-day experience with a variety of behaviors gives her an unequaled perspective for appraising inappropriate or deviant behaviors. She is probably the first professional to observe and compare a child with his peers. It seems reasonable, therefore, to conclude that teachers represent a useful first level screen in the identification of educationally high-risk children. . . . A clear recommendation from the present study is that classroom teachers be involved more actively and systematically in the early identification process.

This piece of research seems to substantiate the validity of the Alaska Learning Disabilities Ranking Scale as a device for the identification of potentially learning disabled children, for the ALDRS is essentially a means of "actively and systematically" involving kindergarten and first grade teachers in the early identification process.

[1] Barbara K. Keogh, Cheryl Tchir, and Adele Windeguth-Behn, "Teachers' Perceptions of Educationally High Risk Children," Journal of Learning Disabilities, June/July, 1974, pp. 43-50.

Objective #2

Provide instruction to selected kindergarten and first grade teachers in administering, scoring, and interpreting selected assessment instruments and demonstrate additional techniques for identifying the children to be included in the modified primary classes to be provided under Title VI-G.

Discussion

This objective was met in the process of instructing kindergarten and first grade teachers regarding their responsibilities for screening.

Objective #3

Establish and operate during the second semester of 1972-73 a pilot modified primary class composed of fifteen children who were enrolled in the first grade during the first semester of 1972-73.

Discussion

The pilot class was operated as specified except that it contained thirteen children instead of fifteen.

Objective #4

Screen approximately 600 kindergarten children in schools selected from those included in Area C in the Anchorage Borough School District for the purpose of assigning approximately sixty children who exhibit evidence of potential learning disabilities to four modified primary classes during the 1973-74 school year.

Discussion

The objective was exceeded, for approximately 1500 kindergarten and first grade children were screened rather than 600 kindergarteners; and there were 112-118 children assigned to the seven modified primary classes operated during 1973-74.

Approximately 1800 kindergarteners were screened during the spring of 1974 in the process of organizing fourteen classes for 1974-75.

Objective #5

Develop an outline of areas to be included in the curriculum to be provided in the Title VI-G modified primary classes and directed toward overcoming the specific learning disabilities identified during the screening and evaluation process.

Discussion

A curriculum outline, the Basic Competencies Checklist for Modified Primary Classes, was developed during the summer between the first and second years of the project. It was submitted to the Director of Special Education for the Anchorage Borough School District during the fall of 1973 as specified in the proposal. The seven project classes operated in 1973-74 followed this outline.

The Learning Disabilities Specialist coded some of the materials used in the project to the outline and supplied teachers with materials according to the coding. However, since this monumental task was not completed, it was not possible to prepare a list of the coded materials for general distribution.

Objective #6

Provide in-service training for five regular primary teachers who will be assigned to modified primary classes.

Discussion

Seven teachers, rather than five, received quite intensive in-service training. The emphasis was on individual contact between the Learning Disabilities Specialist and the project teachers rather than workshops and other group sessions. The Learning Disabilities Specialist visited each teacher an average of three times per week.

Objective #7

Operate four modified primary classes within Area C of the Anchorage Borough School District in which the curriculum outline developed under Objective #5 will be followed and in which individually prescribed educational programs will be provided within the areas of the curriculum outline.

Discussion

During 1973-74 five modified primary classes were operated in Area C. In addition, there were two replication classes outside of Area C. The funding available under State Foundation Support required that up to eighteen children be assigned to a class instead of the maximum of fifteen designated in the proposal.

The goal of an individualized educational prescription for each child in the program was not actually met. However, the teachers were successful in adapting small group instruction to individual needs, generally through organizing their classrooms around learning centers and adjusting assignments for specific children.

It was not possible to assign four classes to Whaley Center, as planned, but one class of seventeen children spent a very successful six weeks there.

It was found that the intention to provide a complete evaluation for each of the 118 children in the project was over-ambitious. However, the seventeen children in the class which spent six weeks at Whaley Center received a thorough diagnosis during the time they were there.

The experience with the model so far substantiates the assumption that good primary teachers can be successful with young potentially learning disabled children if they have adequate supervision and guidance from a specialist in the field." However, if intensive supervision is lacking, there is danger that the model will foster the placement of learning disabled children with teachers who lack training in that specialty, thereby depriving them of the specialized educational programs they require at a time when they are young enough to derive the most benefit from them. Without adequate supervision and guidance for the modified primary teachers, the children identified as potentially learning disabled may receive no more than a good, general first grade program under the guise of a specialized service provided for children with specific learning disabilities.

Objective #8

Cooperate with the Alaska Department of Education in informing potential replication districts concerning screening procedures for locating children with potential learning disabilities at the kindergarten or beginning first grade level and operating modified primary classes designed to alleviate specific learning disabilities.

Discussion

This objective was met as specified during the first year of the project. However, during the first semester of the second year, despite several requests, the Project Director was unable to obtain definite information regarding which communities outside of Anchorage were actually attempting to replicate the modified primary model. Therefore, no observation visits were scheduled as indicated under the planned implementation for the objective. It was learned by accident that a modified primary class had been funded for a school in Palmer, a community forty miles from Anchorage. Some assistance was given to the teacher of that class, personnel from Palmer were included in a workshop for the modified primary teachers in Anchorage, and two administrators met with the Project Director and visited the modified primary class at Creekside Park School.

During the second semester, at the request of Mark Burgoyne of the Alaska Department of Education, members of the Project Staff met with personnel from Kodiak and from Juneau to provide information which they would need when proposals were prepared to be submitted to the U.S. Office of Education. A proposal was not submitted from Kodiak; but in the spring, two members of the Project Staff visited Juneau to assist with screening in preparation for modified primary classes to be established there in September, 1974.

Narrative according to the outline provided, with emphasis on the period from July 1, 1973, through June 30, 1974

A. Service to Children- Screening- Assessment Procedures

Objective #4 in the proposal under which the Modified Primary Project has operated in Anchorage pertains to screening for the purpose of identifying potentially learning disabled children. Kindergarteners were screened during the spring of 1973 as scheduled. Several vacancics were left on the class lists to allow for the inclusion of first graders who had been missed during the spring screening or who moved into the district during the summer. The first grade screening took place during September, 1973. The twenty-eight first grade teachers in the fourteen schools served by the project were supplied with the Alaska Learning Disabilities Ranking Scale and were given instructions for using it. Under the supervision of the Psychologist, they screened their classes totaling approximately 650 children. Forty-two children were recommended for assignment to a modified pirmary class; and thirty-two of these children were selected and assigned to fill the vacancies. The total modified primary enrollment ranged from approximately 112 to 118 students throughout the year.

In October, 1973, when budget projections for 1974-75 for the Anchorage Borough School District were being formulated, the decision was made to double the number of classes and schools to be involved in the Modified Primary Project in the Borough. Consequently, about 1800 kindergarteners in twenty-eight attendance areas were screened during May, 1974. The procedure was the same as the one followed the previous spring and fall, using the ALDRS. A total of 230 children were referred, and 160 kindergarteners have been selected to date. Feedback from teachers and administrators in the project indicates that the effectiveness of the program may be jeopardized by placing more than fifteen children in a class. Therefore, it is anticipated that the maximum number per class during the coming year will be fifteen rather than eighteen, as was the case during 1973-74. Three or four spaces have been left on most of the class lists so that children identified in the first grade in September can be added.

Assessment Procedures

As stated in the proposal, evidence of attainment of the screening objective would consist of providing the Director of Special Education for the Anchorage Borough School District with a list of the children to be assigned to modified primary classes. The list for 1974-75 was sent to Dr. Richard Anderson, Director of Special Education, and to Mr. Roy Fay, Division Assistant in Charge of Instructional Support Services, on June 25, 1974. An up-dated list to which the names of children identified at the beginning of first grade have been added will be submitted early next fall.

B. Service to Children- Intervention- Assessment Procedure

The modified primary program is based on the assumption that learning disabilities can be prevented through early recognition and educational intervention. It has many of the characteristics of the developmental first grade established by Dr. Jeanne McCarthy in Schaumburg Township, Illinois; and it was called a "developmental first grade" in the earlier versions of the proposal. Dr. McCarthy strongly influenced the program in its beginning stages in her role as Director of the Leadership Training Institute; it was she who coined the name 'modified primary" during her first visit to the project. The word "primary" was used intentionally rather than first grade' to avoid the implication that the intensity of the programming would be such that all, or nearly all, of the children in the program would be "cured" and that placement in a second grade would be automatic at the end of the year in a modified primary class.

In addition to its day-to-day instructional function, the modified primary class is viewed as an opportunity for a long-term diagnosis which will enable the teachers and other project personnel to make recommendations regarding the child's specific educational needs in one of the following placement alternatives after a year in the program.

1. Placement in a regular second grade
2. Placement in a regular first grade
3. Continued placement in a modified primary class
4. Placement in an appropriate special education program after being referred to the Psychology Department in the Anchorage Borough School District and receiving a complete evaluation.

Besides the end-of-the-year alternatives, children may be moved out of the program at any time after being screened in, but this option was seldom used during the past year.

After potentially learning disabled children are identified at the end of kindergarten or the beginning of grade one, the major service provided consists of a placement alternative other than retention in kindergarten or promotion to first grade where they will be faced with meeting academic expectations which are inappropriate for them because of their specific learning patterns and level of development. An additional year of kindergarten has not generally prepared such children for first grade because it has not been possible to provide the intensive specific training they require. Neither have they miraculously been able to "catch up" later when they have been promoted to first grade where their chances to succeed are doubtful at best. These children's disabilities are often compounded through repeated failure and the ever-widening gap between their level of attainment and that of their peers.

The educational intervention in the modified primary program consists of an effort to develop individual educational prescriptions within a group setting which closely resembles a regular primary classroom and which is an integral part of the organizational structure of the building in which it is located.

Assessment Procedure

The procedure for assessing the effectiveness of the program consists of a pre- and post-test, the design designated as Type D by Dr. David O. Anderson, LTI Evaluation Associate. In October, 1973, and again in May, 1974, the Boehm Test of Basic Concepts was administered to all the children in the project. According to the proposal, 'The Title VI-G modified primary program will be considered to have been successful if 80% of the children who have been in the program during the entire school year have raised their scores by the number of points equivalent to one standard deviation in the scores obtained by the population upon which the national norms for the instrument were computed."

This turned out to be an overly ambitious objective, however, for actually only 45% of the ninety-one students who were in the project to receive both the pre-test and the post-test gained 5 or more raw score points. (Technical information on the standardization of the Boehm Test of Basic Concepts and test data for the children in the project are included in Appendix B.)

Although many of the project children could probably be described individually as "low socioeconomic", no attempt was made to categorize children according to socioeconomic level; and the general level of the communities in which the modified primary classes were located is probably more accurately designated as "middle". Therefore, the comparison group selected from those upon which the Boehm Test of Basic Concepts was standardized was the group at the middle socioeconomic level at the beginning of Grade One. The number of raw score points equivalent to one standard deviation for this reference group is 5.4. The gain in raw score points for the ninety-one children who were in the project to receive both the pre-test and the post-test ranged from -13 to +19, with the median gain for the group being 4 points.

Although the percentage of children who gained the equivalent of a full standard deviation was less than anticipated, a further analysis of the data indicates that the apparent lack of success may result from the poorly conceived evaluation strategy rather than a lack of progress on the part of the children. A comparison of the raw scores of the project children with the raw scores of the standardization population indicates that the median raw score for the project children on the pre-test fell at the 25th percentile for the beginning of first grade in the middle socioeconomic level for the standardization group. The scores ranged from 19 to 48, falling between the 1st and the 95th percentiles. On the post-test, the median raw score of 43 for the project children fell at the 50th percentile for the standardization group. The column for the beginning of first grade in the middle socioeconomic level was used again on the assumption that children in the modified primary project would be considered successful if they could function adequately when placed in a regular first grade after a year in a modified primary class. The scores on the post-test ranged between 20 and 50, comparing with the percentiles between the 1st and the 99th for the standardization group.

Generalizing from the median raw scores on the pre- and post-tests, it would appear that children who, at the end of kindergarten, were likely to experience considerable failure in a first grade situation where approximately 75% of the children were able to function at a higher level have now had their chance for success increased since their level of functioning has apparently been raised to one which approximates that of the average child at the beginning of first grade in communities similar to the communities in which they live.

Besides the pre-post evaluation of the entire group of target children, the Metropolitan Readiness Test was given to fourteen of the children in the class from Willow Crest School which served as the demonstration class at Whaley Center. (A summary of the distribution of their scores according to readiness level on the pre- and post-tests is included in Appendix B.) One child raised his score from an E to a B, or three levels, three children raised their scores two levels, the scores for nine children were raised one level, and one child scored at the B level on both tests. The percentiles ranged from the 3rd to the 84th on the pre-test and from the 40th to the 93rd on the post-test.

Children in the modified primary class at Nunaka Valley were given the Reading subtest of the Stanford Achievement Test during May, 1974, at the end of their year in the program. Their grade-equivalent scores ranged from 1.4 to 2.3, with a median score of 1.9.

The Peabody Individual Achievement Test was administered as a follow-up to ten of the thirteen children who were in the pilot class which was operated during the second semester of 1972-73. Their mean scores for the subtests in the PIAT given after mid-term of 1973-74 were as follows:

Mathematics	2.7
Reading Recognition	2.5
Reading Comprehension	2.7
Spelling	2.2
General Information	2.9
Total Test	2.5

In summary, the available test data seem to indicate that children identified as potentially learning disabled do benefit from a year in the modified primary program. Generally, their gains are not spectacular, confirming the suspicion that these children do, indeed, have learning problems to a greater degree than most of their peers. The opportunity for an extra year in a specially designed program prior to first grade apparently provides them with a background equivalent to that of an average first grader at the beginning of the year.

According to the norms established for the Boehm Test of Basic Concepts, an average beginning second grader in the middle socioeconomic level obtains 47 or 48 raw score points. Ten of the project children, or 11%, received 48 or more points; and 19, or 21%, received 47 or more points, indicating that caution should be exercised in recommending the second grade placement alternative after a year in the program. If the aim of the project is to allow potentially learning disabled children to succeed in the regular program after a year in a modified primary class, the test data at this time points to the conclusion that for most of the children a first grade placement would be more appropriate.

C. Staff Development

Of Classroom Teachers

The position of Program Associate was filled by Denice Clyne, a Learning Disabilities Specialist who was assigned full-time to the project. This individual has had the major responsibility for staff development. (A copy of the Program Associate's job description is included in Appendix D.) The major strategy was that of interacting with teachers individually in their classrooms several times per week. In this way, training could be relative to a precise situation or a particular child's need. The Learning Disabilities Specialist visited each classroom an average of three times per week and frequently consulted with teachers by telephone between visits. The close personal involvement between the specialist and the teachers afforded many opportunities for in-service training using the technique of modeling. In addition to the regular individual contacts, four group meetings covering the following topics were held during the year:

1. Orientation to the Modified Primary Project
    a. Overview of the project
    b. Relationship between the modified primary teachers and the project staff
    c. The use of the Basic Competencies Checklist for Modified Primary Classes (the curriculum outline developed as a part of the project)
    d. Materials available from the Title VI-G Office

2. Demonstration of Trading Chips Math Materials by Dave Matlock, Math Consultant for the Anchorage Borough School District

3. Eligibility for Title VI-G Mini-grants and the process for submitting proposals to the Alaska Department of Education. (A mini-grant proposal written by the Program Associate and reflecting the needs identified by the teachers during the meeting was submitted, but it was not funded.)

4. The use of the Associate Special Education Instructional Materials Center in obtaining materials for a diagnostic-prescriptive program. The meeting was held in the ASEIMC which had recently been reopened in the new Helen S. Whaley Center for Learner Assistance. Leigh Lowther, Director of the ASEIMC, conducted the meeting.

The major technical assistance which the project in Anchorage received from the Leadership Training Institute was in the area of staff development as follows:

1. At the request of the Project Director, the LTI arranged for Dr. Corrine Kass , Professor in the area of learning disability at the University of Arizona, to conduct an intensive three-day workshop during October primarily for the modified primary teachers. (A copy of the agenda and an outline of the topics covered are included in Appendix D.)

2. On April 1 and 2, Dr. Harold McGrady visited Anchorage for the purpose of interviewing members of the Project Staff to obtain data for his research on procedures being used to select children for

Title VI-G projects. During his visit, his special expertise was used in staff development and to stimulate interest in replicating the model in Anchorage in schools outside the original target area. (A copy of the agenda is included in Appendix D.)

An unexpected benefit resulted from Dr. McGrady's visit. As a result of his encouragement and assistance, Lucille Shoup, one of the modified primary teachers, applied for an Anchorage Borough School District Career Development Leave to attend the University of Arizona summer session to study in the field of learning disability under Dr. James Chalfant and other national leaders. It is anticipated that the effectiveness of this teacher's training will be multiplied when she participates in in-service sessions with other teachers in the district during the coming school year.

Staff development in the form of interaction between the modified primary teachers and other outstanding primary teachers in the district resulted when opportunities for the modified primary teachers to visit each other's classes and to observe good teachers who were not associated with the project were provided. The Program Associate planned each visit for a specific purpose and either accompanied the teacher or substituted in the modified primary class to free the teacher.

Of Administrative Personnel

In the proposal under which the project has operated, Objective #3 and Objective #6 which pertain to staff development were directed toward teachers rather than administrators. Objective #2 has been met routinely each time children have been screened. Although the Alaska Learning Disabilities Ranking Scale is quite simple to administer, and the accompanying directions are easy to follow, a meeting at which the members of the Project Staff discussed learning disabilities, the modified primary program, and the teachers' responsibilities in locating children for the project classes has been held just prior to each screening in the spring and in the fall. Administrators have been invited to these meetings, and many of them have attended and asked stimulating questions.

Principals and other administrators have always been included in workshops organized around the technical assistance visits from personnel associated with the Leadership Training Institute, and at least one session specifically for administrators has been included in each workshop.

Much of the Project Director's time has been spent in individual informal conferences with principals throughout the district. The major purpose for most of the conferences was that of selecting the schools to participate in the project, but these meetings -- usually in the principal's own office -- provided an excellent opportunity to talk about learning disability and its implications. Usually a packet of materials was left for the principal to read later. The Project Director has met at least once with 30 of the 40 elementary principals in the Anchorage Borough School District. After a school has become involved in the project, the Project Director has worked closely with the principal in helping him or her to understand the rationale for the learning disability program offered in the modified primary class in the building. Generally, the overt purpose of the contact was for the solution of some specific problem such as explaining the program to a parent for the purpose of obtaining permission to place a child in the program, determining whether or not a certain child should be placed in the modified primary class, or resolving some question regarding the teacher's role in relation to the rest of the staff in the building. However, during these contacts, principals, whose training is frequently minimal in learning disability and special education in general, have had an opportunity to interact on an informal basis with an individual whose background and training is primarily in the field of special education.

Of Learning Disabilities Specialists

No objective in the proposal pertains to staff development for the Learning Disabilities Specialist. However, on her own initiative this individual has taken courses at the University of Alaska throughout the year. The course most directly related to her responsibilities in the Title VI-G Project was a course on learning disability taught by Dr. Marilyn Johnson, who recently received her doctorate at the University of Arizona under

Dr. Corrine Kass. The Learning Disabilities Specialist and the Psychologist were, of course, involved in the workshops conducted by Dr. Kass and Dr. McGrady as technical assistance from the Leadership Training Institute.

Of Paraprofessionals

None of the eight objectives in the proposal are specific to the training of paraprofessionals. In fact, there was no provision in the proposal or in the budget for the use of paraprofessionals. However, three volunteers contributed a substantial amount of time to the project and were automatically included in the training provided for the project teachers.

Of Others (please list)

None

Evaluation Procedures (for staff development)

Since the major emphasis in the project has been on direct service to children, a minimal amount of the available resources of personnel and money have been allocated to evaluation. This is especially true in the area of staff development. Consequently, the evaluation procedure for the objectives other than Objective # 3 and Objective #7, the two directly related to the operation of modified primary classes, has consisted of a log containing copies of materials substantiating that certain activities have taken place. In the area of staff development, these materials consist of workshop agendas, memos, and other evidence of contact between the modified primary teachers, administrators in the Anchorage Borough School District, members of the Title VI-G Project Staff, and individuals associated with the Leadership Training Institute. The type of evaluation design, as the types are defined in a memorandum from Dr. David O. Anderson, LTI Evaluation Associate, regarding The Fallibility of Certain Evaluation Designs, is Type B.

D. Program Evaluation Methods and Procedures

Early in the project at a meeting conducted by the Leadership Training Institute in Tucson, Arizona, in August, 1972, Dr. Gerald Senf assisted the Project Director in distinguishing between the procedural objectives and the outcome objectives as they were set forth in the proposal. It became apparent that, with the exception of Objective #3 and Objective #7, the two which imply that a change will take place in the children involved, the objectives contained in the proposal are procedural objectives rather than outcome objectives. Other contacts with Dr. Senf and his papers on evaluation[2] led the Project Director to conclude that evidence that certain events occurred would constitute adequate evaluation for most of the objectives contained in the proposal.

In Dr. Senf's paper, "Assistance in Evaluation Planning for Project Initiators: II," he refers to the many "masters" to be served by evaluation and the diversity of their interests. He suggests that the only data that must be collected is that necessary to meet the requirements of the specific "masters" to be dealt with. Except for Objective #3 and Objective #7, which involve educational intervention, the prime purpose for evaluating has been to demonstrate that the project has been conducted as it was contracted in the proposal with the activities carried out to the degree that they were described in the grant application. Thus, the evaluation question applied to the objectives has been, "Was the activity satisfying the objective carried out in the amount or degree stated in the objective?" For such question, according to Dr. Senf, a record or log of the project's activities constitutes the evaluation measures, and the question is most appropriate for procedural objectives which specify what the Project Staff is to do.[3] Since six of the eight objectives stated in the proposal are procedural, the major means of evaluation was the systematic filing of evidence that the specified activities were taking place as planned. For the other two objectives which specify the operation of modified primary classes, the evaluation design consisted mainly of a pre- and post-test administered to the target children. The procedure is described in detail in B above (Service to Children- Intervention-Assessment Procedures).

---

[2] Gerald M. Senf, "Evaluation Assistance Explanation: I" and "Assistance in Evaluation Planning for Project Initiators: II" in Preview Series, Leadership Training Institute in Learning Disabilities, Department of Special Education, College of Education, University of Arizona, n.d.

[3] Ibid.

E. Parental Involvement (Role and Activities)

No formal plan for parental involvement was developed. However, parents were encouraged to participate to whatever extent their own individual circumstances would allow. Their role was one of being ultimately responsible for their child's well-being. The kindergarten or first grade teacher generally initiated the referral for placement in a modified primary class as a part of the screening procedure, but it was necessary to obtain the parent's signature on a permission form before a child could be placed in a modified primary class. The principal and the child's teacher were responsible for explaining the program and discussing the factors which led to the referral for the special program at the time the signature was sought. When the principal was given a list of the children from his school to be included in the program, he was supplied with a one-page description of the project to be given to each parent. Parents were encouraged to contact the Title VI-G Office for further information. In some instances, teachers arranged a meeting between members of the Project Staff and a parent or a group of parents. Occasionally, a member of the Project Staff made a home visit to explain the program prior to a child's placement in a modified primary class.

After a parent gave permission for a child to be assigned to a modified primary class, there was close contact between the modified primary teacher and the parents. Their activities ranged from simply attending meetings or conferences at report card time to volunteering to help in the classroom. A few parents constructed games and other materials to the teacher's specifications. For example, the father of a child in the pilot class made individual chalk boards for every child in the class. When the Willow Crest class was moved to Whaley Center for six weeks, several parents helped with the packing. On two occasions parents have been asked to respond to questionnaires which included items seeking their recommendations; and at least one session for parents was generally included on the agenda when personnel from the Leadership Training Institute visited the project.

F. Advisory Council (Role and Activities)

Evidently, the individuals who wrote the proposal which was originally funded were unaware of the requirement for an advisory council, for no provisions for such a council were included. This is understandable since the Project Director did not become aware that an advisory council was required until the Guidelines and Requirements governing Title VI-G Projects, which were first published in the Federal Register on October 11, 1973, were received in Anchorage in January, 1974, over half-way through the second year of funding. This being the case, no advisory council specifically for the Title VI-G Project was ever organized. A Parent Advisory Council for Special Education in the Anchorage Borough School District was established during the fall of 1973; and Mrs. Dorothy Singleton, the mother of a learning disabled child, was appointed to that council to represent the area of learning disability. Although Mrs. Singleton's son was too old for a modified primary class, he attended school at Creekside Park where one of the project classes was located. Presumably, the Modified Primary Program was represented by Mrs. Singleton on the Special Education Advisory Council; for she became quite knowledgeable about the program through her contact with Creekside Park School and as a result of her association with the Title VI-G Project Director and some of the project teachers who attended and participated in meetings of the recently organized chapter of the Association for Children with Learning Disabilities.

G. Community Involvement

Community involvement generally consisted of cooperation between members of the Project Staff and personnel in other agencies concerned with such fields as special education, learning disability, and language development. Upon invitation, members of the Project Staff participated as speakers at workshops held by other groups. The Project Director served as a guest speaker for classes on learning disability taught by Dr. Marilyn Johnson and Mrs. Alma Blunck for the University of Alaska. Often workshop participants from out of town were transported by the Project Director or the Learning Disabilities Specialist to observe one or more of the modified primary classes. Agencies with which project personnel were involved included the Early Childhood Education Project at the Alaska Treatment Center, State-Operated Schools, the University of Alaska, the Public Health Service in Palmer, the Anchorage Chapter of the American Speech and Hearing Association, the Association for Children with Learning Disabilities, the Council for Exceptional Children, and the Anchorage Chapter of the Mothers of Twins.

Alaska's Title VI-G Project has been operated entirely in the public school system in Anchorage. However, many preschool children are evaluated at the Alaska Treatment Center and diagnosed as having learning disabilities. When these children enter kindergarten in the Anchorage Borough School District, their records are generally available to public school personnel and become a part of the on-going evaluation which occurs in the modified primary program.

The Early Childhood Education Project, which is housed at the Alaska Treatment Center, has recently produced a correspondence course in learning disability directed primarily at teachers and aides in Headstart and other preschool programs. The Title VI-G Project Director served informally as a consultant to the teacher who wrote the course. The Project Director and Mrs. Sandy Olson, a Psychologist in the Anchorage Borough School District, participated in a session of the course as it was being presented to a group of mothers in Anchorage. The session was videotaped to be used when the course is presented elsewhere in the state. Another booklet produced by the Early Childhood Education Project has been distributed to several parents of children in the Modified Primary Project.

Anna Smith, a specialist in Early Childhood Education with Alaska's State-Operated School System, consulted with members of the Project Staff on several occasions in the process of preparing her investigative report, A Survey of Native Parents from 20 Villages in Alaska to Determine Their Feelings About the Early Identification of Learning Problems in Young Children's Programs. She found the article "Emphasis: Identification" written by Roger Clyne, Psychologist with the Title VI-G Project, to be of particular value to her study.[4]

At the request of Dee Nielsen, an Art Resource Teacher in the Anchorage Borough School District, the Project Director reviewed her outline for an in-service workshop on "Some Techniques for Remediating Learning Disabilities through Art." The art projects described in the outline were correlated with Aids to Psycholinguistic Teaching ny Bush and Giles.

---

[4] Anna L. R. Smith, A Survey of Native Parents from 20 Villages in Alaska to Determine Their Feelings About the Early Identification of Learning Problems in Young Children's Programs, Master's Investigative Report, University of Alaska, Anchorage, Alaska, August, 1974, p. 14.

During the summer following the first year of the project, a chapter of the Association for Children with Learning Disabilities was formed from a nucleus of parents of children who had been involved in a course in learning disability taught by Mrs. Alma Blunck for the University of Alaska. The session for the children had been arranged in order that the University students could be involved in a practicum situation as a part of Mrs. Blunck's course. The culmination of the activities of the summer session was a meeting of the parents of the children. During the meeting the Project Director described the modified primary program as an example of the services offered to young learning disabled children by the Anchorage Borough School District. Mrs. Blunck, as Alaska's Representative of the Division for Children with Learning Disabilities in C.E.C., provided the group with information about A.C.L.D. Later, several parents from that group officially organized a chapter of A.C.L.D.; and the Project Director joined that group and attended most of the meetings.

H. Research Activities (Methods and Procedures)

Since the project's beginning, a schism has existed between its commitment to services to children and the implied responsibility to engage in research. The personalities and training of the individual staff members selected for the project are child and program oriented rather than research oriented.

One premise upon which the project was developed is that good primary teachers can be successful with young learning disabled children if they have extensive support from a specialist in learning disability. Consequently, the Learning Disabilities Specialist has responded to the expectations of the project teachers by becoming closely involved with the programming for individual children. A large part of the diagnostic work has been done by the Learning Disabilities Specialist at the request of the teachers. The in-service training component, developed mainly through individual contacts with seven teachers in widely separated schools, has claimed a considerable amount of the Specialist's attention.

The Psychologist who was assigned to the project for one day per week has generally had a backlog of referrals waiting for him, and the responsibilities associated with his other role in the school district as liaison psychologist for the entire school district have frequently competed with the demands of the project for his attention. Most of the data-gathering activity of both the Learning Disabilities Specialist and the Psychologist have been for the purpose of individual educational programming rather than statistical research.

The Project Director has been involved in meeting the day-to-day demands associated with correspondence, contacts with parents and principals, supervising the distribution of screening materials, budgeting, ordering materials and equipment, preparing reports, complying with requests for information, and other administrative details.

As indicated in the Progress Report for the period between July 1 and December 31, 1973, an effort was made to compile test data to be submitted to Computer Psychometric Affiliates for a correlational study. However, the conflicting demands upon the staff members' time, the general expectation that the function of the public school and its employees is to serve children rather than to engage in research, and the inappropriateness of the Title VI-G Office facilities for the gathering and analysis of data served to inhibit this kind of activity to the extent that only preliminary tabulations were accomplished. An attempt at an item analysis for the purpose of refining the Alaska Learning Disabilities Ranking Scale, as suggested by Dr. Jeanne McCarthy in a letter dated May 25, 1973, likewise was unsuccessful.

It follows that since no one associated with the project is basically research oriented and no objective in the proposal was related to research per se, no research of any consequence has resulted from the Modified Primary Project in Anchorage.

I. Replication Activities (New Programs Initiated and Validation Procedures)

Objective #8 in the proposal deals with replication. It states

> Cooperate with the Alaska Department of Education in informing potential replication districts concerning screening procedures for locating children with

potential learning disabilities at the kindergarten or beginning first grade level and operating modified primary classes designed to alleviate specific learning disabilities.

Since approximately half of the school children in Alaska are in Anchorage and only a small part of the Anchorage Borough School District was designated as the original target area, replication of the modified primary model has had two components (1) expansion of the project in schools in the Anchorage Borough School District, and (2) initiating the program in school districts elsewhere in the state.

Replication Activities in Anchorage

During the second semester of the first year of the project, a pilot class containing thirteen children was operated at Wonder Park School in the original target area, which was then called Area C, in Anchorage. That class was maintained the following year, and four other classes were organized in Area C. In addition, two classes which were considered to be replication classes were established outside of Area C, making a total of seven modified primary classes in Anchorage for the 1973-74 school year. An additional seven classes are anticipated for 1974-75. (A map showing the locations of the classes is included in Appendix E.) Two of the additional classes will be located in the original target area, and the other five will be scattered throughout the rest of the Anchorage Borough School District. Since two of the project classes will serve more than a pair of schools as specified in the proposal, thirty-one of the forty elementary schools in Anchorage will be involved in the modified primary program. Kindergarten children have been screened in the schools to be served by the fourteen classes, and the teachers have been assigned.

Replication Outside of Anchorage

Toward the end of the first year of the project, a workshop for the purpose of initiating the replication component was held. It was developed around a technical assistance visit by Dr. Jeanne McCarthy and generally followed the plan set forth under "Implementation" for Objective #8 on pages 41 through 45 in the proposal. At that time interest in replication was high as evidenced by the number of people who attended and the fact that local districts paid for the transportation and per diem for their participants. As Dr. McCarthy stated in a letter written May 25, 1973, "The fact that a district like Kinai [sic] is willing to invest some $1200.00 of their own funds in sending personnel to the meeting this week is evidence of the efficacy of your replication strategies."

It was not actually possible, however, for the Chief of the Division of Special Education to select the districts which would be funded as replication districts at the end of the workshop as specified in the proposal. Because of a schedule conflict, the Division Chief could not remain in Anchorage until the end of the workshop, and the workshop participants were not free to make final commitments for their communities. By fall, a change in personnel in the Alaska Department of Education had occurred, disrupting the continuity in the replication strategy.

According to the proposal, the Project Director would be provided with 'copies of the plans submitted by the districts chosen for replication and the memorandums of agreement between the Alaska Department of Education and the replication districts. . .to be included in any evaluation reports." The only replication plan received by the Project Director was the one from Nome. The Project Director was told that the Matanuska-Susitna Borough School District was receiving State Foundation Support under special education for a modified primary class taught by Mrs. Margaret Bartko at Swanson School in Palmer. Mrs. Bartko, the Principal of Swanson School, and the Director of Special Services for the Matanuska-Susitna Borough School District were invited to the workshop conducted by Dr. Corrine Kass in October. On one occasion, the Principal and the Director of Special Services met with the Project Director and were taken to observe the modified primary class at Creekside Park School. Mrs. Bartko was supplied with information regarding ordering materials like those used in Anchorage and was given copies of items prepared by the project such as the Alaska Learning Disabilities Ranking Scale, the Basic Competencies Checklist for Modified Primary Classes, and the proposal, which set forth the philosophy and rationale underlying the modified primary program.

In response to the Request for Proposals publicized in the Commerce Business Daily in January, 1974, Juneau submitted a proposal for replication of the modified primary model. In anticipation of federal funding for that community for 1974-75, Mark Burgoyne of the Alaska Department of Education requested the Learning Disabilities Specialist with the modified primary project in Anchorage to conduct a workshop for teachers and administrators in Juneau to orient them to the project and to initiate the screening process. (A copy of the workshop agenda is included in Appendix E.) In May, after the Alaska Learning Disabilities Ranking Scale had been completed for the children to be referred for the program in Juneau, the Psychologist who had developed the ALDRS as a part of the Anchorage project, spent two days in Juneau assisting with the interpretation of the data and the selection of the children to be included in the classes to be organized in that district for the 1974-75 school year.

Programs Using Components of Your Project (Validation Procedures)

It is not known whether or not other communities in Alaska are using components of the project developed in Anchorage. It is likely that they are; for at least twenty-six people attended the workshop conducted by Dr. McCarthy in May, 1973, and fifteen or twenty letters have been written to people in Alaska in response to requests for information about the project.

Other than the stipulation in the proposal that the Project Director be provided with copies of the agreements between the Alaska Department of Education and replicating districts, there are no procedures for validating the extent or effectiveness of the replication activities.

2. As a legislative requirement, the year-end report should include a separate section (Appendix A) on dissemination activities and materials, with an evaluation of effectiveness. Please include a copy of all materials used for dissemination activities.

   Dissemination has been an integral part of the project throughout the two years it has been in existence. Members of the staff have been alert to opportunities to publicize the program. Numerous requests for specific information have been met on an individual basis. Dissemination activities since January 1, 1974, have included:

   a. Members of the Project Staff corresponded with individuals in Alaska and elsewhere who asked about the project. Since each request was unique, a form letter was never prepared. (Representative examples of the correspondence which took place in meeting the dissemination requirement set forth in the law are included in Appendix A.)

   b. At least 100 copies of the proposal were distributed to principals, parents, teachers, and others who requested them.

   c. Approximately 300 copies of a one-page description of the project "Emphasis: Prevention" were distributed; for they were routinely included in replies to letters of inquiry and were widely distributed wherever the project was described at meetings, the Educational Fair at the State Teachers' Conference, university classes, etc. It was revised periodically as the project progressed.

   d. The Alaska Learning Disabilities Ranking Scale and the Basic Competencies Checklist for Modified Primary Classes were distributed upon request, generally to teachers, administrators, and university students.

   e. Copies of the three articles prepared for the DEAN as a part of the replication stragegy were often included in packets of information. These articles and the proposal were filed in ERIC. (The abstracts, which appeared in the August, 1973, issue of Research in Education, are included in Appendix A.)

   f. An article prepared for Chalkmarks, an education newsletter, was published in April, 1974.

g. The Project Director served as a guest speaker for two university classes on learning disability taught by Mrs. Alma Blunck and one class taught by Dr. Marilyn Johnson. Other meetings at which the Modified Primary Program was described are listed under Section E (Parental Involvement) and Section G (Community Involvement).

h. For several years, Mrs. Darlene Reed, a Public Health Nurse in Palmer, has sponsored a preschool screening roundup in the spring involving children who would enter first grade in the fall. As a result of her interest in learning disability, the Program Associate and the Project Director were invited to participate in an in-service workshop in Palmer which involved teachers, nurses, the home demonstration agent, and a social worker.

i. Dr. Harold McGrady's technical assistance visit in April was the stimulus for a television interview about the Modified Primary Project.

j. A display was prepared for the Educational Fair at the NEA-Alaska Annual State Teachers' Conference on March 4-5, 1974.

k. The Special Education Division of Alaska's State-Operated Schools held a workshop on May 1-3, 1974. The Project Director described the modified primary program during one session, and nearly every participant was taken to visit at least one of the project classes by Denice Clyne, the Program Associate.

l. Individuals who were in Anchorage on other business frequently visited the Title VI-G Office and were given whatever information they wanted. If time allowed, they were taken to visit some of the project classes.

3. Data is needed by BEH to answer questions asked by Congress and by other Governmental agencies concerning the scope of the VI-G learning disabilities effort, and the need for learning disabilities programs. This data will not be used to evaluate your project, but will be added and summed with data from other VI-G projects. Your completion of the following will be of great help.

A. Services to Children

1. Number of children screened this year

Spring - 1973 - kindergarten - 850
Fall - 1973 - first grade 650

Spring - 1974 - kindergarten -1800

2. Number of children who were found to require specialized help

Spring - 1973 - 86
Fall - 1973 - 32

Spring - 1974 - 160

3. Number of children receiving direct services this year

118

(a) How were direct services delivered? (i.e. resource room, classroom, individualization, resource teacher, etc.)

The children were assigned to a modified primary class which served a pair of schools and was organized as a regular primary grade in one of the schools served by the project class.

(b) With what frequency were direct services delivered? (daily, twice a week)

The classes met daily. The schedule was the same as the schedule for first graders in the building where the class was located.

(c) Number of children "graduating" from the learning disabilities program to the standard program

Placement following the year in the modified primary program was consistent with the alternatives described on pages 36-38 of the proposal.

Placement in a regular second grade	50
Placement in a regular first grade	45
Continued placement in a modified primary class	3
Placement in a special education program	15
Placement decision will be made after further testing	5
TOTAL:	118

(Please attach as Appendix B, evidence of progress made by the children. Please present it in summary form if possible - Do not include information on each child, but provide information on mean gains and ranges.

B. Staff Development

1. Number of staff personnel receiving in-service training this year

(a) Classroom Teachers	7
(b) Administrative personnel	7
(c) L.D. specialists	1 (minimal in-service training)
(d) Other	0

2. How?

   (a) Workshops

   (b) Staff meetings

   (c) Individual conferences

   (d) Modeling

3. With what frequency?

   (a) Twice this year (Dr. Kass and Dr. McGrady)

   (b) Bi-monthly

   (c) Twice a month

4. Number of paraprofessionals trained this year 3

5. How? On the job

6. With what frequency? As needed by the individual

C. Parental Involvement, Community, Advisory Council

PLEASE ATTACH AS APPENDIX C RELEVANT DATA CONCERNING THE ACTIVITIES, ATTITUDE CHANGES, LINKAGES MADE DURING THE PAST YEAR.

D. Replication Activities

1. List replications by agency, location and estimated number of children to be served by each replication.

(a) Outside of Anchorage

Nome City School District	Nome, Alaska	15-18
Juneau Borough Sch. District	Juneau, Alaska	60
Matanuska-Susitna Borough School District	Palmer, Alaska	12-15

(b) In Anchorage outside of the original target area

Northwood	15	Chinook	15
Willow Crest	15	Rabbit Creek	15
Tudor	15	Ocean View	15
Abbott Loop	15		

(c) In Anchorage in the original target area

Birchwood	15
Chester Valley	15

2. If other agencies are replicating some components of your project, please list the agency, location, component, and number of children to be served by each partial replication.

Information not available

E. Research Activities

1. What needs do you see in the area of applied research which are not now being met?

(a) Long-term longitudinal studies to determine what becomes of individuals who have received some special treatment because of a diagnosis indicating the presence of a learning disability. What effect did the treatment have on their eventual ability to cope with the demands of living? To what extent do they attribute the degree of their satisfaction, or lack of satisfaction, with their life situation to the treatment directed toward overcoming learning disabilities.

(b) Research to determine the effects of open-concept, self-directed, multisensory educational programs upon learning disabled children in contrast to the structured, controlled-stimulus programs advocated by most of the earlier practitioners in the field of learning disability.

2. What basic research needs to be undertaken?

Further work toward an operational definition of learning disability which might lead to a legal definition comparable to the legal definition for blindness so that the condition labeled "learning disabled" would be consistent from locality to locality and from program to program.

F. Funding

1. Please give the amount of Federal funding (VI-G), the amount of State funding, the amount of local funding, and other funding which supported this project in FY '73.

Federal (Title VI-G)			$ 62,500
State Foundation Support (7 units)			127,750
Local Support			
Psychologist (1 day per week)		3,400	
Space (including furniture, heat, lights, maintenance)			
Office	4,200		
7 Classrooms	117,600		
		121,800	
Materials		700	
			125,900

G. We are often asked for the number of children being served with a specific breakdown according to ethnic identification. Please indicate the approximate number of children you are serving in these categories: White, Black, American Indian, Spanish-Speaking, Other.

	(Estimates)
White	94
Black	7
American Indian (Alaska Native)	15
Spanish-speaking	2
Other	0
	118

APPENDIX A

Dissemination Activities and Materials

Denice Clyne
met with Barbara Graham,
a friend of Marlys Burnett,
because she was unable to
Contact Mrs. Burnett.

Marlys Burnett
Rt. 5 Box 5684
Juneau, Ak. 99801
March 13, 1974

Barbara Smart, Ph.D. (Ed.D. ?)
Title 6-G Project Coordinator
Anchorage Schools
670 Fireweed Lane
Anchorage, Ak. 99503

Dear Dr. Smart:

A coalition of citizen groups wishes to further support the action of our administration (which we pushed) to actuate your Title II Primary modification project in the replication followup-needed. We find much informed concern in L.W. Voters, H.E.L.P. (for learning disabilities) and the Comprehensive Health Planning Committee for our Borough Assembly. The school board acts lukewarm and we are going to watch to see if monies will be allocated.

What can we do? H.E.L.P. would like to sponsor a "P.R." visit by yourself and plan an information campaign. If you have travel funds + per diem, fine! If you need a some help, we need to know. Of course this is based on the hope + wish your presence here could happen!

Sincerely
Marlys Burnett
(member all 3 above)

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alasak 99501

May 1, 1974

Mrs. Marlys Burnett
Route 5 Box 5684
Juneau, Alaska 99801

Dear Mrs. Burnett:

Your letter of March 13 arrived just before Mrs. Denice Clyne, Program Associate for the Title VI-G Modified Primary Project, left for Juneau to meet with some of the school personnel there for the purpose of instructing them regarding the screening process which is used in the Modified Primary Project in Anchorage. I asked her to contact you to convey my appreciation for your interest in our program and to answer any questions you might have, but she was unable to reach you. Instead, she talked with Mrs. Barbara Graham.

It is unlikely that I will be able to make a trip to Juneau in the near future, but another of my co-workers, Mr. Roger Clyne, is scheduled to visit the Juneau School System on May 9-10. I have informed him of your interest in our project, and I am sure that he will make an effort to get in touch with either you or Mrs. Graham. Since Mr. Clyne will be working closely with Mr. John Symons, Director of Pupil Personnel Services in the Juneau School District, perhaps you could ask Mr. Symons to arrange for you to meet with Mr. Clyne.

I believe that Mr. Clyne will be able to give you whatever information you wish, but if I can be of further assistance to you, please write again or call me at 279-9531. If you happen to be in Anchorage before school is out, you might like to visit the Title VI-G Project Office or one of our Modified Primary classes.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

BCS/lj

Encl: Proposal
Emphasis - Prevention
Dean Article by Dr. Smart

CC: Mr. John Symons
Mrs. Denice Clyne
Mr. Roger Clyne

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

March 1, 1974

Mrs. Arlene Bovée
Box 52
Kodiak, Alaska 99615

Dear Arlene:

It was certainly a pleasure to talk with you on the phone last week and to learn that you are still interested in the Title VI-G Modified Primary Project. I have put together for you a bundle of background information including the Alaska Learning Disabilities Ranking Scale, the curriculum outline we are following, and some of the forms we have used. I hope this material will be useful to you.

Please call again or drop in to see us if you have further questions.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

BCS/lj

Encl.

State of Alaska
Commissioner of Education
Juneau, Alaska

Dear Sir:

I recently read in the newsletter of the Association for Children with Learning Disabilities that a new grant has been awarded to Alaska under the Specific Learning Disabilities Act, Part G, Title VI.

As the mother of a child with a learning disability, I am especially interested, and would like some information on what Alaska is doing or plans to do in this field, and with this special grant.

Mrs. Carol Lindsay
Box 30
Seward, Ak 99664

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

February 13, 1973

Mrs. Carol Lindsey
P. O. Box 367
Seward, Alaska 99664

Dear Mrs. Lindsey:

Dr. Marshall Lind, Commissioner of Education, has asked me to reply to your recent letter regarding the learning disabilities project which is funded under Title VI-G of the Elementary and Secondary Education Act.

The enclosed materials describe this project in detail and may provide you with the information you desire. If you have further questions or would have an opportunity to visit this project, please do not hesitate to contact me.

Sincerely,

Barbara C. Smart, Ph.D.
Title VI-G Director
Phone: 279-9531

Enclosure

BCS:lj

FAIRBANKS HEALTH CENTER
800 AIRPORT WAY
FAIRBANKS, ALASKA 99701

January 21, 1974

Dr. Barbara Smart, Director
Early Detection of Learning Disabilities
Denali School
148 E. 9th Avenue
Anchorage, Alaska 99501

Dear Dr. Smart:

In December, I attended the Learning Disabilities workshop at the Helen Whaley Center and was talking with one of the diagnostic workers in your program. We have been frustrated in our attempts in Fairbanks to get an Early Intervention program off the ground. Perhaps we are not attacking it from the right angle.

Could you send me some information on your program - how it is funded, how much money is involved, what children are eligible, testing procedures, how long the program is to befunded, etc.

Any help you can give us in this direction would be greatly appreciated.

Sincerely,

Carol Brice

Carol Brice
Public Health Nurse

CB:cah

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501
January 31, 1974

Carol Price
Public Health Nurse
Fairbanks Health Center
800 Airport Way
Fairbanks, Alaska 99701

Dear Carol:

In reply to your letter of January 21, I am sending you a copy of the narrative section of the proposal under which the Modified Primary Project in Anchorage is operating. The project is in its second year, and there have been some revisions, but the basic objectives are the same. The project is funded as a Child Service Demonstration Center under Title VI-G of the Elementary and Secondary Education Act. The original grant was for $125,000 to be used over a two-year period.

Most of the children in the modified primary classes were identified in kindergarten during the spring. A few children from the first grades were added in September. We are using the Alaska Learning Disabilities Ranking Scale, which is being developed as a part of the project, as the screening instrument. Other tests such as the Boehm Test of Basic Concepts, the Peabody Picture Vocabulary Test, the Reading Inventory Probe I, and the Wide Range Achievement Test are used for specific purposes. The attached list includes some of the tests we have examined in making our selection.

As indicated in Objective #8 on page 41 in the proposal, the Alaska Department of Education is responsible for replication in districts outside of Anchorage. For further information regarding replication you may wish to contact

Mr. Mark Burgoyne
Special Education Consultant
Section for Exception Children
Alaska Department of Education
Pouch F - Alaska Office Building
Juneau, Alaska 99801

Carol Brice
Public Health Nurse

January 31, 1974

Your interest in the Modified Primary Project is appreciated. If we can provide you with further information, please contact me again or visit our office whenever you are in Anchorage.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

BCS/lj

Encl.

CC: Mr. Burgoyne
Dr. Brown

Petersburg Public Schools

D. W. Schultz, Superintendent

P.O. BOX 289
PETERSBURG, ALASKA 99833

TO:
Barbara Smart, Ph.D.
Title VI-G Director
Denali School,
148 East 9th Avenue
Anchorage, Alaska 99504

FROM:
Steven Avery
Special Services Consultant
Petersburg Elementary School
Box 289,
Petersburg, Alaska 99833

RE:
Title VI Project:
Identification & Diagnosis

Dear Dr. Smart, 23 January 1974

I would appreciate your forwarding information to me concerning the above Project. I am considering a revision and strengthening of the identity/diagnosis aspect of our resource room program, and your Project, from the small amount I've learned about it, may be a way of doing it.

Please include, if possible, suggestions for implementation and specific names of testing materials. Your consideration is gratefully acknowledged.

Sincerely

Steven Avery
772-4272

Air Mail To Alaska
ACCREDITED BY NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS
MEMBER: ALASKA SCHOOL BOARD ASSOCIATION

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

January 30, 1974

Mr. Steven Avery
Special Services Consultant
Petersburg Elementary School
Box 289
Petersburg, Alaska 99833

Dear Mr. Avery:

In reply to your letter of January 23, I am sending you a copy of the narrative section of the proposal under which the Title VI-G Project in Anchorage is operating. The project is in its second year, and there have been some revisions, but the basic objectives are the same.

As indicated in the proposal, the model developed in Anchorage is essentially a self-contained class between kindergarten and first grade rather than a resource model. Since our target population consists of primary aged children who have been identified as potentially learning disabled, the testing materials used in the project are limited to those at the preschool and primary level. A copy of the Alaska Learning Disabilities Ranking Scale, which is being developed by a member of the project staff, and a list of other instruments we have examined and/or used are attached. You may also wish to obtain a copy of the following publications from Dissemination Office, PKTE, The Center for the Study of Evaluation, University of California, Los Angeles, California 90024:

1. CSE-ECRC Preschool/Kindergarten Test Evaluations, Ralph Hoepfner, Carolyn Stern, and Susan G. Nummedal, 1971, price - $5.00
2. CSE Elementary School Test Evaluations, Ralph Hoepfner, 1970, price - $5.00

If, after examining the enclosed materials, you believe that we can be of further assistance to you, please contact me again or make arrangements to visit the project whenever you are in Anchorage.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

Encl.
CC: Mr. Burgoyne

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

December 18, 1973

Mrs. Dorothea Goldenberg
Project DIAL
Northwestern University School of Education
Evanston, Illinois 60201

Dear Dorothea:

Compared to your impressive publication on Project DIAL, our materials appear rough indeed. However, you might be interested in examining them, keeping in mind that they are being developed in a state where special education is a relatively recent endeavor. The Section for Exceptional Children in the Alaska Department of Education has only three people to cover an area large enough to cover approximately one-fifth of the continental United States. Consequently, many of the small, widely separated communities do not have people who are trained in educational and psychological evaluation. The Alaska Learning Disabilities Ranking Scale is essentially an attempt to systematize the regular classroom teacher's observation. The other major components of our project reflect an effort to enable good primary teachers, with a minimum amount of supervision, guidance, and specialized training, to provide for the educational needs of young children.

During our telephone conversation, you asked specificially how the items on the ALDERS were included or excluded. The selection process included the following:

1. Many samples of tests and other screening devices were studied, and items on the ALDERS were patterned after other items which seemed to be related to the curriculum planned for our project and the characteristics of learning disabled children.

2. Many kindergarten and first grade teachers described children who, in their opinion, would experience difficulty in first grade.

3. Mr. Roger Clyne, the Specialist in Psychological Evaluation, assigned to the project drew upon his own experience in writing the items.

4. Dr. Donald Hammill shared the experimental version of the Goodman-Hammill Scale with the Project Staff during a technical assistance visit provided by the Leadership Training Institute in Tucson, Arizona.

5. Teachers who used the ALDERS last spring were asked to complete a questionnaire for evaluating the screening process. Their recommendations have not yet been incorporated into the ALDERS.

Since the first step in our screening process occurs when the child's teacher concludes that the child either is or is not experiencing difficulty, a large percentage of the kindergarten population is immediately eliminated. Therefore, the usual norming process is inappropriate. However, we are beginning to collect evidence with regard to the percentage score or band of scores obtained on the ALDERS by the children in the project. These scores will be compared with test results obtained by the same children on other instruments such as the Metropolitan Readiness Test and the Evanston Early Identification Scale.

I certainly enjoyed meeting you on the phone this morning. If you would like any other information regarding the Title VI-G Project in Anchorage, please get in touch with me again.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

BCS/lj

Enclosures

WAPPINGERS CENTRAL SCHOOL DISTRICT
REMSEN AVENUE WAPPINGERS FALLS, NEW YORK 12590 PHONE: (914) 297-5741

DR. ROBERT W. YOUNG, SUPERINTENDENT
RICHARD E. JACOBSON, DEPUTY SUPERINTENDENT
LAWRENCE A. GILMOUR, ASSISTANT SUPERINTENDENT PERSONNEL
BRUCE A. REYNOLDS, ASSISTANT SUPERINTENDENT FINANCE

April 3, 1974

Dr. Barbara Smart
Title VI-G Director
Denali School
148 East 9th Avenue
Anchorage, AK 99501

Dear Dr. Smart:

May I request information regarding your Federally Funded Title VI-G Project which is available at this time?

Should there be a cost involved, kindly let me know.

Thank you.

Sincerely,

Irma M. Brunmayer,*
Elementary Department Head

IMB:ug

4/29/74

Mailed:

1- Proposal

2- Emphasis - Prevention

3- Articles published in the DEAN

4. ALDRS

MA BRUNMAYER ELEMENTARY EDUCATION SPECIALIST MICHAEL POMBRIO ELEMENTARY EDUCATION SPECIALIST
YHEAD ELEMENTARY SCHOOL ENTRY ROAD HOPEWELL JUNCTION, N. Y. 12533 PHONE: (914) 226-4261
CHARD J. STAPLETON DIRECTOR OF ELEMENTARY EDUCATION
APPINGERS FALLS JUNIOR HIGH SCHOOL REMSEN AVENUE WAPPINGERS FALLS, N. Y. 12590 PHONE: (914) 297-0008

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

April 29, 1974

Ms. Irma M. Brunmayer
Elementary Department Head
Wappingers Central School District
Remsen Avenue
Wappingers Falls, New York 12590

Dear Ms. Brunmayer:

In reply to your request of April 3, 1974, I have enclosed for you a copy of our proposal and a copy of the Alaska Learning Disabilities Ranking Scale along with several other articles describing our project. If I can be of any further assistance to you, please do not hesitate to contact me.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

BCS/lj

Enclosures

NORTHVILLE PUBLIC SCHOOLS

03 W. Main Street Northville, Michigan 48167 (313) 349-3400

FFICE OF THE SUPERINTENDENT

We're Opening School Doors to Educational Growth"

April 8, 1974

Dr. Barbara Smart
Title VI-G Director
Denali School
148 East 9th Avenue
Anchorage, Alaska 99501

Dear Dr. Smart:

After reading "Anchorage Helps Elementary Students" in the April, 1974, issue of CHALK MARKS, we would like to receive further information on your program -- i.e., curriculum, ranking scales, etc.

Thank you for your assistance in this matter.

Sincerely,

Florence Panattoni

Florence Panattoni
Assistant Superintendent

FP/mh

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

April 30, 1974

Ms. Florence Panattoni
Assistant Superintendent
Northville Public Schools
303 West Main Street
Northville, Michigan 48167

Dear Ms. Panattoni:

Your interest in the Title VI-G Modified Primary Project in Anchorage is sincerely appreciated. Many changes in the details of the program have occurred, particularly in the format of the screening instrument, since the article was prepared for CHALK MARKS. However, the project is still based on the following two assumptions:

1. Early intervention in the form of individual diagnostic-prescriptive programming is effective in preventing learning disabilities.
2. Good primary teachers can be successful with young potentially learning disabled children if they have adequate supervision and guidance from a specialist in the field.

Perhaps the enclosed material will provide the information you are seeking. If you have further questions, please contact me again.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

BCS/lj

Enclosures

STATE UNIVERSITY COLLEGE
NEW PALTZ, NEW YORK 12561

CAMPUS LEARNING CENTER

May 17, 1974

Mr. Robert S. Van Slyke
Pupil Personnel Services
Anchorage Borough School District
670 West Fireweed Lane
Anchorage, AK 99503

Dear Mr. Van Slyke:

I am writing a book about kindergarten screening and early identification of educationally handicapped children. I was advised that you have a modified primary project in your district. I would appreciate any available information about your program.

Sincerely,

Shirley Zeitlin, Ed. D.
Associate Professor
Director Child Study Center

SZ:pt

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

June 24, 1974

Dr. Shirley Zeitlin
Director Child Study Center
State University College
New Paltz, New York 12561

Dear Dr. Zeitlin:

Your letter of May 17 to Dr. Robert Van Slyke has been referred to me for reply. As you will note on page 4 of the enclosed narrative section of the proposal under which the Title VI-G, ESEA, Modified Primary Project has operated for the past two years, one of our objectives was to establish assessment procedures for the identification of young, potentially learning disabled children. In an effort to meet this objective, Mr. Roger Clyne, a member of the Project Staff, developed the Alaska Learning Disabilities Ranking Scale, a copy of which is attached. We used this instrument on a large scale for the first time when we screened kindergarteners in the spring of 1973 and the first graders in September.

In the Modified Primary Project, the screening process is also the referral process; for the ALDRS is completed by the kindergarten or first grade teacher and sent to the Title VI-G Office where the project staff makes the decision on whether or not a child will be included. When a teacher wishes to refer a child after the screening has taken place, the teacher notifies the principal, who provides the Title VI-G Office with the child's name and whatever other information is available. The teacher is then asked to complete the ALDRS, if possible: and a member of the project staff does an individual evaluation of the child. The information obtained in this manner becomes the basis for the decision to (1) place the child in a modified primary class, (2) leave him in the regular program, or (3) refer him for a psychological evaluation prior to a special education placement.

Dr. Shirley Zeitlin
Director Child Study Center

June 24, 1974

The Title VI-G Project in Anchorage is completing its second year; so many of the details in the original proposal no longer apply. For example, seven modified primary classes were operated in Anchorage during 1973-74 rather than the four specified. Fourteen classes serving twenty-eight schools are anticipated for 1974-75.

Your interest in the Modified Primary Project is appreciated. If you require further information for your book which you believe that I can supply, please do not hesitate to contact me.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

BCS/lj

Encl.

CC: Dr. Van Slyke
Mr. Clyne

Metropolitan Cooperative Educational Service Agency
771 Lindbergh Drive, N.E. — Atlanta, Georgia 30324 — Telephone: (404) 266-2342

January7, 1974

Dr. Barbara C. Smart, Project Monitor
Title VI-G Office
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

Dear Dr. Smart:

This is a letter of inquiry regarding your Title VI-G project. It is my understanding that you are working with identification of LD children at the Kindergarten level. In that Georgia is becoming increasingly more interested in the development of kindergarten class, we are attempting to gather information for early identification.

I would appreciate receiving a copy of your project proposal. I am particularly interested in obtaining copies of any screening devices, tests, or remedial materials. If you have samples of these, I would appreciate receiving them. Also, the procedures used to get initial referrals would be helpful.

Thank you very much for your cooperation and hope to hear from you soon.

Sincerely,

Jack Hinzman
Project Director

JH:bjb

"An Integrated Model for the Individualized Services
to Children with Learning Problems."

Board Members: Robert S. Alexander (Superintendent, Douglas County Schools), J.W. Benefield, Jr. (Superintendent, Gwinnett County Schools), Loyd C. Cox (Superintendent, Marietta City Schools), Dr. Alonzo A. Crim (Superintendent, Atlanta City Schools), Dr. Carl G. Renfroe (Superintendent, Decatur City Schools), Ernest L. Stroud (Superintendent, Clayton County Schools), Dr. Ernest L. Bentley, Jr. (Director, M CESA)

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

March 1, 1974

Mr. Jack Hinzman
Project Director
Metropolitan Cooperative Education Service Agency
771 Lindbergh Drive, N.E.
Atlanta, Georgia 30324

Dear Mr. Hinzman:

Your interest in the Modified Primary Project in Anchorage is sincerely appreciated. As you will note on page 4 of the enclosed narrative section of the proposal under which the project is operated, one of our objectives is to establish assessment procedures for the identification of young, potentially learning disabled children. In an effort to meet this objective, Mr. Roger Clyne, a member of the Project Staff, developed the Alaska Learning Disabilities Ranking Scale, a copy of which is attached. We used this instrument on a large scale for the first time when we screened the kindergarteners last spring and the first graders in September. At this time, statistics are not available, but our experience so far indicates that a percentage score of about 30% or above on the Individual Checklist in the ALDRS identifies most of the children who would be appropriately placed in a modified primary class prior to first grade. In some instances, children who were identified in one attendance area in Anchorage and who later move were identified again in the area to which they moved, thus providing some evidence of the reliability of the instrument.

In the Modified Primary Project, the screening process is also the referral process; for the ALDRS is completed by the kindergarten or first grade teacher and sent to the Title VI-G Office where the project staff makes the decision on whether or not a child will be included. When a teacher wishes to refer a child after the screening has taken place, the teacher notifies the principal, who provides the Title VI-G Office with the child's name and whatever other information is available. The teacher is then asked to complete the ALDRS, if possible; and a member of the project staff does an individual evaluation of the child. The information obtained in this manner becomes the basis for the decision to (1) place the child in a modified primary class, (2) leave him in the regular program, or (3) refer him for a psychological evaluation prior to a special education placement.

The enclosed material will probably answer most of your questions, but if we can be of further assistance to you, please do not hesitate to contact us again.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

BCS/lj

Encl.

ABSTRACT OF THE NARRATIVE SECTION OF THE TITLE VI-G, ESEA, PROPOSAL FOR A MODIFIED PRIMARY PROGRAM FOR CHILDREN WITH LEARNING DISABILITIES

ANCHORAGE BOROUGH SCHOOL DISTRICT
ANCHORAGE, ALASKA
March 20, 1973

Under Section G, Title VI, of the Elementary and Secondary Education Act, the Anchorage Borough School District seeks to establish a model for working with children in the primary grades who have potential learning disabilities.

The main emphasis in the project is on prevention through early identification and individualized educational prescriptions. Children identified through a screening process will go from kindergarten to a modified primary class organized as a part of the regular school program but partially funded under special education. In the modified primary class, children will be provided with a curriculum planned to develop the skills which kindergarten and first grade teachers designate as prerequisites to successful participation in first grade. Within the general curriculum, an individual educational prescription based on a thorough diagnosis will be developed for each child.

The specific objectives set forth in the proposal are:

1. Establish assessment procedures whereby children with potential learning disabilities can be identified in the regular school program at an early age.
2. Provide instruction to selected kindergarten and first grade teachers in administering, scoring, and interpreting selected assessment instruments.
3. Establish and operate during the second semester of 1972-73 a pilot modified primary class composed of fifteen children enrolled in the first grade during the first semester of 1972-73.
4. Screen approximately 600 kindergarten children for the purpose of assigning sixty children who exhibit evidence of potential learning disabilities to four modified primary classes during the 1973-74 school year.
5. Develop an outline of areas to be included in the curriculum to be provided in the Title VI-G modified primary classes and directed toward overcoming the specific learning disabilities identified during the screening and evaluation process.
6. Provide in-service training for five regular primary teachers who will be assigned to modified primary classes.
7. Operate four modified primary classes within the Anchorage Borough School District in which the curriculum outline developed under Objective #5 will be followed and in which individually prescribed educational programs will be provided within the areas of the curriculum outline.

8. Cooperate with the Alaska Department of Education in informing potential replication districts concerning screening procedures for locating children with potential learning disabilities at the kindergarten or beginning first grade level and operating modified primary classes designed to alleviate specific learning disabilities.

The model developed in Anchorage will serve as a training resource for university students and for teachers throughout Alaska who are serving children with specific learning disabilities.

EMPHASIS: PREVENTION

Title VI-G
Modified Primary Program
(Revised May 8, 1974)

What is Title VI-G?

Under Section G, Children with Specific Learning Disabilities, Title VI of the Elementary and Secondary Education Act, each state is eligible to apply for a grant totaling $125,000 over a two-year period. One purpose of these grants is to establish and operate model centers for the improvement of education of children with specific learning disabilities. These centers will (1) provide testing and educational evaluation to identify children with learning disabilities, (2) develop and conduct model programs designed to meet the special educational needs of such children, (3) assist appropriate educational agencies, organizations, and institutions in making such model programs available to other children with learning disabilities, and (4) disseminate new methods or techniques for overcoming learning disabilities to educational institutions, organizations, and agencies within the area served by the center.

The Anchorage Borough School District was selected as the agency in Alaska to cooperate with the State Department of Education in developing a model demonstration program for serving children with learning disabilities and replicating the project throughout the state.

What are the main features of the Title VI-G project in Anchorage?

The main emphasis in the project will be on preventing learning disabilities through early identification and individualized educational prescriptions. Children identified through a screening process will go from kindergarten to a modified primary class organized as a part of the regular school program but partially funded under special education. In the modified primary class, children will be provided with a curriculum planned to develop the skills which kindergarten and first grade teachers designate as prerequisites to successful participation in first grade. Within the general curriculum, an individual educational prescription based on a thorough diagnosis will be developed for each child.

Who is involved in the project?

Area C in the Anchorage Borough School District was originally designated as the target area. The fourteen schools within Area C were paired. A pilot class of thirteen children of first grade age was operated in Wonder Park School during the second semester of 1972-73. During 1973-74, approximately 115 children have been served in five modified primary classes in Area C and two classes outside of Area C which were selected to replicate the model. It is anticipated that during 1974-75, up to 210 children will receive the benefit of this program in fourteen classes covering twenty-eight attendance areas.

Where can more information be obtained?

The Title VI-G Office is located in Denali School - 148 East 9th Avenue, Anchorage, Alaska 99501. Members of the project staff will gladly supply further information upon request. A copy of the complete proposal can be obtained by calling 279-9531.

ducational Resources Information Center/Early Childhood Education
05 W. Pennsylvania Avenue/Urbana, Illinois 61801/217-333-1386
n G. Katz, Ph.D. Director / Barbara B. O'Neil, Assistant Director

RIC/ECE

August 15, 1973

Dr. Barbara C. Smart
Title VI-G Project Director
Denali School
148 East 9th Avenue
Anchorage, Alaska 99501

Dear Dr. Smart;

Re: Title VI-G ESEA, Proposal For a Modified Primary Program for Children With Learning Disabilities. (Abstract and Narative Sections)

An Abstract of your document has appeared in the August 1973 issue of Research in Education. The document number assigned to it is ED 075 100.

Enclosed is a reproduction of the page on which the abstract of your paper appeared.

Thank you for making your work available to us.

Sincerely,

Anne Stakelon

Anne Stakelon
Acquisitions Specialist

ge of Education/University of Illinois at Urbana-Champaign

ucational Resources Information Center/Early Childhood Education
5 W. Pennsylvania Avenue/Urbana, Illinois 61801/217-333-1386
G. Katz, Ph.D., Director / Barbara B. O'Neil, Assistant Director

RIC/ECE

August 15, 1973

Dr. Barbara C. Smart
Title VI-G Project Director
Denali School
148 East 9th Avenue
Anchorage, AK 99501

Dear Dr. Smart:

Re Emphasis: Identification by Roger Clyne and Emphasis: Prescription by Jeanne Gaynor and Emphasis: Prevention by Barbara C. Smart

An Abstract of your document has appeared in the August 1973 issue of Research in Education. The document number assigned to it is ED 075 101; 075 102; 075 103.

Enclosed is a reproduction of the page on which the abstract of your paper appeared.

Thank you for making your work available to us.

Sincerely,

Anne Stakelon

Anne Stakelon
Acquisitions Specialist

ge of Education/University of Illinois at Urbana-Champaign

DOCUMENT RESUME

[illegible]5 103 PS 006 462

AUTHOR	Smart, Barbara C.
TITLE	Emphasis: Prevention.
INSTITUTION	Anchorage Borough School District, Alaska.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	[73]
NOTE	4p.; Preprint of article to be submitted for publication in the "Dean"
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Design; Diagnostic Teaching; *Grade 1; Individualized Instruction; Kindergarten Children; *Learning Disabilities; *Models; *Prevention; *Primary Grades; Program Descriptions
ID[illegible]IFIERS	Elementary Secondary Education Act Title VI G; ESEA Title VI G

ABSTRACT

A project emphasizing prevention of potential learning problems through early identification and individual educational prescriptions is discussed. Children identified through a screening process will be placed in a modified primary class. They will receive a curriculum designed to develop skills required for successful participation in first grade. A continuum of placement will be available for children who have been identified through screening. An outgrowth of the project will be an outline of the [illegible]eas to be included in the specially designed curriculum. (CK)

DOCUMENT RESUME

102	PS 006 461
R	Gaynor, Jeanne
E	Emphasis: Prescription.
ITUTION	Anchorage Borough School District, Alaska.
NS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
UB DATE	[73]
NOTE	4p.; Preprint of article to be submitted for publication in the "Dean"
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Achievement; *Behavior Change; Concept Teaching; Curriculum Design; Grade 1; Learning Disabilities; *Models; Parent Participation; *Primary Grades; Program Descriptions; *Psychomotor Objectives; Reinforcement
I[illegible]TIFIERS	Elementary Secondary Education Act Title VI G; ESEA Title VI G

ABSTRACT

A program designed to reduce educational failures by setting up four model classrooms of pupils with potential learning problems is discussed. Each child will be actively involved in an enjoyable way using manipulative materials to develop concepts of thinking. The basic assumption of the classrooms is that the best way to attack a learning problem is to give massive successful experience with immediate positive reinforcement. The initial emphasis will be on modifying classroom behavior. Parents will be an essential part of the program, and the curriculum will be flexible. The three basic curriculum areas will be: adaptive school behavior, sensory-motor integration, and academics. (CK)

DOCUMENT RESUME

100	PS 006 459
LE	Title VI-G, ESEA, Proposal for a Modified Primary Program for Children with Learning Disabilities. (Abstract and Narrative Sections).
INSTITUTION	Anchorage Borough School District, Alaska.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	20 Mar 73
NOTE	58p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Design; Evaluation Techniques; *Grade 1; Individualized Instruction; Intervention; *Kindergarten Children; *Learning Disabilities; Models; Primary Grades; *Program Proposals
IDENTIFIERS	Alaska

ABSTRACT

A project emphasizing prevention of learning disabilities through early identification and individualized educational prescriptions was conducted. Children identified through a screening process will go from kindergarten to a modified primary class. Here, they will be provided with a curriculum designed to develop the skills needed for successful participation in first grade. Specific objectives of this project include: (1) Establish assessment procedures; (2) Provide instruction to selected kindergarten and first grade teachers in administering, scoring, and interpreting selected assessment instruments; (3) Screen 600 kindergarteners; (4) Provide in-service training for five regular primary teachers; and (5) Operate four modified primary classes within the Anchorage Borough School District. The model developed in Anchorage will serve as a training resource for university students and for teachers throughout Alaska. (Author/CK)

DOCUMENT RESUME

[illegible]75 101 PS 006 460

[illegible]THOR	Clyne, Roger
TITLE	Emphasis: Identification.
INSTITUTION	Anchorage Borough School District, Alaska.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	[73]
NOTE	4p.; Preprint of article to be submitted for publication in the "Dean"
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Grade 1; *Identification; Kindergarten Children; *Learning Disabilities; Prediction; *Preschool Children; *Primary Grades; Program Descriptions; Rating Scales; *Teaching Methods
ID[illegible]TIFIERS	*Boehm Test of Basic Concepts; Elementary Secondary Education Act Title VI G; ESEA Title VI G

ABSTRACT

A potential program for dealing with the identification of kindergarteners with potential learning disabilities is discussed. The subject is dealt with on the level of prediction. It is pointed out that as children learn in different ways, different methods of educating them must be devised. Early identification of disabilities lessens the chances of the failure syndrome. A ranking scale is being developed to allow each kindergarten and/or first grade teacher to rate her class in various areas. One data-gathering device is the Boehm Test of Basic Concepts. Certain high-risk students will be selected for a modified educational program. This program may be replicated later. (CK)

CHALK MARKS®

1428 Ford Road • Cornwells Heights PA 19020 • (215) 638-3600

March 21, 1974

Dr. Barbara Smart
Title VI-G Director
Denali School
148 East 9th Avenue
Anchorage, AK 99501

Dear Dr. Smart:

Enclosed is a complimentary copy of the April issue of CHALK MARKS. The material you sent me on your Title VI-G project can be found in "Anchorage Helps Elementary Students", page 7.

If at any time in the future you have material you believe might interest our readers, please feel free to forward it to me. I'll be more than happy to consider it for publication.

Thank you once again. Have a nice day.

Sincerely,

CHALK MARKS

Sheila Konczewski

Sheila Konczewski
Editor

Anchorage Helps Elementary Students

In the past, many primary children have needlessly experienced educational failures because their individual needs were not identified and considered in educational programming. The Federally funded Title VI-G project in Anchorage, Alaska, is designed to reduce these educational failures with its four model classrooms for 60 children who have been identified as potential learning problems at the kindergarten-first grade level. These classrooms operate under one basic assumption--that the most effective way to attack any learning problem is to give massive successful experiences with immediate positive reinforcement.

The program's main emphasis is on preventing learning disabilities through early identification and individual educational prescriptions. Kindergarten children who are potentially learning disabled can be recognized before they have been faced with meeting academic expectations in first grade, which are inappropriate for them because of their specific learning patterns and level of development.

A ranking scale allows each kindergarten and/or first grade teacher to rate her class in the areas of perceptual difficulties, motor development problems, attention and concentration disorders, poor concepts of laterality and directionality, deviant activity levels, feelings of failure and misbehavior, greater intra-individual variability and the need for instruction in small increments. In an effort to achieve both accuracy and brevity, each teacher identifies, in rank order, each child in her class who exhibits certain characteristics. After the teacher identifies the high risk students, additional information is gathered to assist in the selection of students for the modified primary program. This includes parental involvement in securing developmental, family and social data which have been found to influence school functioning. The teacher is requested to provide additional information on the child as is necessary.

CHILDREN IDENTIFIED THROUGH this screening process go from kindergarten to a modified primary class organized as a part of the regular school program rather than special education. There they are provided with a curriculum planned to develop the skills which kindergarten and first grade teachers designate as prerequisites to successful participation in first grade. Within the general curriculum, an individual educational prescription based on a thorough diagnosis will be developed for each child's particular weaknesses and strengths, learning styles and needs.

A continuum of placement alternatives are available in the fall for children who have been identified through the screening process the previous spring. A child may go directly to a regular first grade because maturation, special tutoring or some other factor has alleviated the potential learning disability during the summer. Children may be placed in a modified primary class for part of a year and then transferred to a regular first grade in which they may be able to succeed. After spending an entire year in a modified primary class, a child may move into a regular second grade or a regular first grade; or, in rare instances, he may be reassigned to a modified primary class for a part of the succeeding year. If, during the time spent in a modified primary class, it becomes apparent that a child's learning disabilities are severe enough to warrant a special education placement, the diagnostic services provided during the year in the modified primary class will aid in locating the most suitable future placement for the child.

The funding of this project under Title VI-G of the Education of the Handicapped Act for the two year period from 1972-1974 allowed development of this program in Anchorage. Later the program, in its entirety or various components, will be replicated in other interested districts within the state.

CONTACT:

Dr. Barbara Smart
Title VI-G Director
Denali School
148 East 9th Avenue
Anchorage, AK 99501

Many people often forget that their own states have established Ecology Resource Agencies. Their titles and areas of responsibility vary from state to state as does their effectiveness. Nevertheless, state agencies produce printed materials which are geared to the state environment and can be useful to the discriminating teacher. Also, state agencies are willing to offer technical assistance and guest speakers to teachers who request them. In short, it is worth your time to determine what these groups have to offer.

The following are examples of titles your Resource Agencies may use:

Department of Agriculture
Fish and Game Commission
Water Pollution Control Commission
Department of Conservation
Department of Natural Resources
Department of Outdoor Recreation and Parks
Department of Health
State Soil and Water Conservation Board

STATE OF ALASKA

WILLIAM A. EGAN, GOVERNOR

DEPARTMENT OF HEALTH AND WELFARE

DIVISION OF PUBLIC HEALTH

SOUTH CENTRAL REGIONAL OFFICE
ROOM 222 — MACKAY BUILDING
338 DENALI STREET — ANCHORAGE 99501

Matanuska Valley Health Center
P.O. Box 738
Palmer, Alaska 99645

February 22, 1974

Dr. Barbara Smart
Denali School
148 E. 9th Avenue
Anchorage, Alaska

Dear Dr. Smart:

I want to express my thanks to you for participating in the In-service Education Seminar on Monday. It was a really good session!

Also, the information and the list of names you gave me earlier are producing good results. Looks like we will have something by May in terms of a pilot local program.

Sincerely,

Darlene J. Reed

Darlene J. Reed
Public Health Nurse

DJR:mz

THE FRONTIERSMAN

"Alaska's Finest Weekly Newspaper"

PALMER, ALASKA 99645 THURSDAY, MAY 2, 1974

PRE-SCHOOL ROUNDUP SCHEDULED MAY 8, 9

A pre-school roundup to pre-diagnose physical difficulties in local children four to six years and register incoming first graders at the same time, will be held in Palmer next week, May 9 and 10.

The roundup will run from 9:30 a.m. until 3 p.m. both Thursday and Friday at the Palmer LDS Church. It is sponsored by the Matanuska Valley Health Council and Palmer schools.

The screening process has been expanded this year, Darlene Reed, Palmer Public Health Nurse, said.

The roundup is an important one, she emphasized to parents. In the past, screening has picked up difficulties of various types, such as in hearing and vision.

When the deficiencies are discovered early, they can be completely corrected in time for the youngster to start school with nothing holding him back, Mrs. Reed pointed out.

Previously, only the health check-ups were a part of the roundups, but the registrations were added this year.

In the more comprehensive screening lineup this time, Mrs. Reed said, the usual vision check and height and weight recording will be joined by posture-screening, done by an Elks Lodge physical therapist.

Also, there will be hearing tests done by the Anchorage Public Health office audiologist, dental checks done in cooperation with Drs. Carlson and McCavit, and speech evaluation with the Matanuska - Susitna borough schools speech therapist.

Immunization records will also be reviewed, and needed shots given.

Incoming first graders would be given the full range of tests, Mrs. Reed said, while the four-year-olds attending probably would receive only some of the screening.

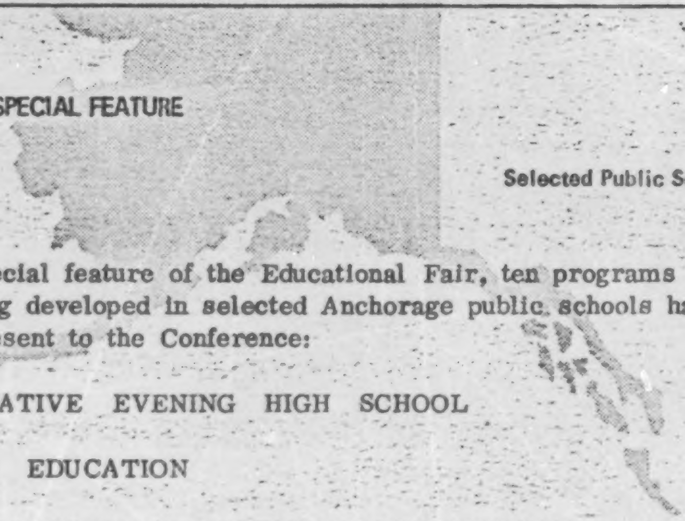
School nurses will help with the program, and outside volunteers would be appreciated. Anyone who would be willing to help with measuring, vision tests, recording data and looking up records is asked to call the Palmer Health Center.

EDUCATIONAL fair

MARCH 4-5, 1974

Produced for

NEA - ALASKA ANNUAL STATE TEACHERS' CONFERENCE



EDUCATIONAL FAIR SPECIAL FEATURE

Selected Public Schools in Anchorage

As a special feature of the Educational Fair, ten programs either now operating or being developed in selected Anchorage public schools have informally cooperated to present to the Conference:

- ALTERNATIVE EVENING HIGH SCHOOL
- CAREER EDUCATION
- CHUGACH OPTIONAL ELEMENTARY PROGRAM
- COMMITTEE FOR ALTERNATIVE SECONDARY EDUCATION (CASE)
- COMMUNITY-SCHOOL CONCEPT
- MODIFIED PRIMARY PROGRAM FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES
- OUTWARD BOUND
- PHASE ELECTIVES IN ENGLISH, SOCIAL STUDIES AND PHYSICAL EDUCATION
- THE QUINTER PLAN (YEAR-ROUND SCHOOLS)
- TRANSCENDENTAL MEDITATION (not school based)

Contact coordinator of this cooperative presentation:

Mr. Carl Pohjola
1720 E. 24th Avenue
Anchorage, Alaska 99503

APPENDIX B

Evidence of Progress Made by Children in Modified Primary Classes

THE PSYCHOLOGICAL CORPORATION

304 EAST 45TH STREET
NEW YORK, N Y 10017

October 22, 1973

Mr. Roger Clyne
Psychologist
Title VI-G - Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

Dear Mr. Clyne:

End of the year norms are not available for the Boehm Test of Basic Concepts and we have no suggestions on extrapolating scores to obtain such norms. If you have 100 or more children in Denali kindergarten or in other kindergartens in the Anchorage Borough, you might consider developing end of the year norms for this group.

However, the Boehm Test of Basic Concepts can be fully utilized without any reference to norms at all. The Class Record Form when properly filled out, indicates the number of children who have passed or failed each question thus identifying the concepts that an individual child or a group of children need to learn. If teachers use this information to derive situations and opportunities to learn these concepts, presumably children will make some progress in concept learning. To measure such progress, all you need to do is to compare the total scores obtained by a child on Form A with his total score on Form B. Such information can be summarized for class groups.

We hope that this information will be helpful. If you have further questions, please let us know.

Cordially yours,

Esther R. Hollis, Ph.D.
Manager
Advisory Service
Test Division

ERH:es
Encl.

dictated by Dr. Hollis, but mailed in her absence.

FORM A OR B
BEGINNING OF YEAR

Table 9. Percentile Equivalents of Raw Scores, by Grade and Socioeconomic Level*
(N=9737 Children Tested at Beginning of School Year)

	Kindergarten			Grade 1			Grade 2			
	Socioeconomic Level:			Socioeconomic Level:			Socioeconomic Level:			
Percentile	Low	Middle	High	Low	Middle	High	Low	Middle	High	Percentile
99	45-50	47-50	48-50	49-50	50	50	50	—	—	99
97	42-44	45-46	47	47-48	49	—	49	—	—	97
95	39-41	43-44	46	45-46	48	49	48	50	50	95
90	36-38	41-42	45	44	—	—	47	—	—	90
85	34-35	40	44	42-43	47	—	—	—	—	85
80	33	39	43	41	46	48	46	—	—	80
75	31-32	38	42	40	—	—	—	49	49	75
70	30	37	41	39	45	47	45	—	—	70
65	29	36	40	38	—	46	—	—	—	65
60	27-28	35	39	37	44	—	44	48	—	60
55	26	34	38	36	—	45	43	—	48	55
50	25	32-33	37	35	43	—	42	—	—	50
45	24	31	36	34	42	44	—	47	—	45
40	23	30	34-35	32-33	41	—	41	—	47	40
35	21-22	29	33	31	—	43	40	—	—	35
30	20	27-28	32	30	40	42	39	46	—	30
25	18-19	26	30-31	28-29	39	41	37-38	—	46	25
20	17	24-25	29	26-27	38	40	36	45	—	20
15	15-16	22-23	27-28	24-25	36-37	39	35	44	45	15
10	13-14	19-21	24-26	20-23	34-35	37-38	33-34	43	44	10
5	10-12	15-18	19-23	15-19	30-33	33-36	28-32	41-42	42-43	5
3	7-9	10-14	16-18	11-14	27-29	28-32	21-27	37-40	40-41	3
1	0-6	0-9	0-15	0-10	0-26	0-27	0-20	0-36	0-39	1
N	1921	912	684	2303	1313	1043	824	381	356	N
Mean	25.5	31.8	35.8	33.8	42.0	43.7	41.2	46.9	47.3	Mean
SD	8.9	8.6	7.9	8.9	5.4	4.9	6.3	2.9	2.7	SD

* Data derived from Form A standardization sample. Since total scores on Forms A and B were found to be equivalent, the norms pre-
nted here may be used for both Form A and Form B.

esults of testing with both forms are explored in the nterpretation section of this Manual.

As an aid in interpreting local test results, the per- ent-passing figures for a particular classroom (or group classrooms) may be compared with percentages given the appropriate one of the four Tables, 5 through 8. he percentage of students in a classroom group who ss a given item on one of the forms may be compared ith the percentage of students in the standardization mple who passed the same item, at the same grade, cioeconomic level, and time of administration.

Also of interest are the percentile equivalents of *TBC* total raw scores, presented in Tables 9 and 10, r beginning-of-year and midyear testing, respectively. hese data are based on the same groups on which the r-cent-passing figures for individual items on Form A ables 5 and 6) were computed. Since total scores on orms A and B were found to be equivalent, the norms esented in Tables 9 and 10 may be employed for total ores obtained on either Form A or Form B.

The procedure for obtaining a child's percentile is to choose the norm table for the time of testing, locate the child's raw score in the appropriate column for grade and socioeconomic level, and read the percentile equivalent at the far right or left of the table. Each percentile point given in the tables represents a band of which the indicated percentile is approximately the midpoint. Thus, using the beginning-of-year norms, a child in kindergarten at a middle-socioeconomic-level school who obtains a raw score of 30 on the *BTBC* has a percentile rank of 40. This represents a band from 38 to 42, and indicates that his score surpasses at least 37 per cent of his group, and is surpassed by at least 58 per cent.[9]

Means and standard deviations based on the scores obtained by the Form A standardization sample are shown beneath the percentiles. A comparison of Tables 9 and 10 reveals that the middle- and high-socioeco-

---

[9] The percentile designations are the midpoints of bands which are five percentile units wide. The zones differ somewhat at the extremes. Thus, a percentile of 5 includes 4 through 7; 3 includes 2 and 3; 1 stands for the first percentile only. Similarly, the 95th percentile includes 93 through 96; 97 includes 97 and 98; 99 stands for only the 99th percentile.

Boehm, Boehm Test of Basic Concepts Manual, New York: The Psychological
ration, 1971 ed.

Modified Primary Program - 1973-74 School Year - Frequency Distribution for differences between raw scores on pre-test given in October, 1973, and raw scores on post-test given in May, 1974 (Boehm Test of Basic Concepts - Form A and Form B):

Difference	Number of Children
19	1
18	
17	
16	
15	
14	
13	
12	3
11	2
10	3
9	4
8	7
7	4
6	7
5	10
4 (median gain)	14
3	12
2	9
1	6
0	3
Negative	6
TOTAL:	91

Modified Primary Program - 1973-74 School Year - Frequency Distribution for raw scores on the Boehm Test of Basic Concepts, Form A, given as a pre-test in October, 1973, and Form B, given as a post-test in May, 1974, compared with percentiles and raw scores obtained for a standardization group.

Standardization Group			Project Children	
Percentiles	Raw Scores Grade One Middle Socio-economic level	Score	Raw Scores Pre-test (frequency distribution)	Raw Scores Post-test (frequency distribution)
99	50	50		2
97	49	49		3
95	48	48	2	5
85	47	47	2	9
80	46	46		7
70	45	45	2	6
60	44	44	6	12
50	43	43	6	6 (median)
45	42	42	8	7
40	41	41	4	6
30	40	40	8	4
25	39	39	9 (median)	3
20	38	38	4	3
		37	3	3
15	36-37	36	8	4
		35	6	4
10	34-35	34	6	2
		33	4	
		32		1
		31	3	1
5	30-33	30	2	
		29	1	
		28	1	1
3	27-29	27		
1	0-26	-26	6	2
		TOTAL:	91	91

Modified Primary Program - 1973-74 School Year - Frequency distribution for levels attained by children in the modified primary class at Willow Crest School on the Metropolitan Readiness Test given in September, 1973, and in May, 1974:

Letter Rating and Readiness Status Corresponding to Various Ranges of Total Score on Form A or Form B of the Metropolitan Readiness Test*				Frequency Distribution for Levels Attained by Children in the Modified Primary Class at Willow Crest School	
Score Range**	Letter Rating	Readiness Status	Significance	Test Date 9/73	Test Date 5/74
Above 76	A	Superior	Apparently very well prepared for first-grade work. Should be given opportunity for enriched work in line with abilities indicated.	0	1
64-76	B	High Normal	Good prospects for success in first-grade work provided other indications such as health, emotional factors, etc., are consistent.	2	10
45-63	C	Average	Likely to succeed in first-grade work. Careful study should be made of the strengths and weaknesses of pupils in this group and their instruction planned accordingly.	5	2
24-44	D	Low Normal	Likely to have difficulty in first-grade work. Should be assigned to slow section and given more individualized help.	5	1
Below 24	E	Low	Chances of difficulty high under ordinary instructional conditions. Further readiness work, assignment to slow sections, or individualized work is essential.	2	0

* Gertrude H. Hildreth, Nellie L. Griffiths, and Mary E. McGauvran, Manual of Directions, Metropolitan Readiness Tests, Harcourt, Brace and World, Inc., 1969, p. 11.

** These levels are set up in terms of standard deviation distances. B, C, and D are each 1.0 S.D. in width. A and E are the extremes beyond 1.5 S.D. above and below the mean, respectively. Level A includes the top 7 per cent of the standardization group, Level B the next 24 per cent, Level C the middle 38 per cent, Level D the next 24 per cent, and Level E the lowest 7 per cent.

ANCHORAGE BOROUGH SCHOOL DISTRICT

Title VI-G, ESEA

June 17, 1974

Test data obtained for children in the Willow Crest Modified Primary Class, which served as a demonstration class at Whaley Center for six weeks during March and April, 1974.

Teacher: Lucille Shoup
Principal: Lee Van Laningham

	Metropolitan Readiness Test				Boehm Test of Basic Concepts	
	Level		Percentile		Percentile	
Child's Name	9/73	5/74	9/73	5/74	9/73	5/74
1.	C	B	40	71	10	45
2.	D	B	10	71	5	36
3.	D	B	23	83	25	
4.	C	B	33	77	10	35
5.	B	B	71	79	60	90
6.	D	C	11	40	5	20
7.	C	B	33	89	60	80
8.	B	A	84	93	-	-
9.	E	-	3	-	1	1
10.	C	B	57	77	60	20
11.	C	B	51	67	-	65
12.		C		65	25	45
13.	E	D	3	40	10	20
14.	D	C	7	63	20	15
15.						
16.	D	B	17	69	10	10
17.	E	B	39	77	20	15

Teacher: Marty Corbridge
Principal: Roland Elledge

1973-74 Modified Primary

		Boy or Girl	Word Reading Grade Score	Word Reading %ile	Word Reading Stanine	Paragraph Meaning Gr. Score	Paragraph Meaning %ile	Paragraph Meaning Stanine	Vocabulary Gr. Score	Vocabulary %ile	Vocabulary Stanine	Spelling Gr. Score	Spelling %ile	Spelling Stanine	Word Study Skills Gr. Score	Word Study Skills %ile	Word Study Skills Stanine	Arithmetic Gr. Score	Arithmetic %ile	Arithmetic Stanine	Average Reading Score (1st 5 Tests)
1		B	22	68	6	16	12	3	16	32	4	19	50	5	26	84	7	17	34	4	2.0
2		B	27	94	8	25	99	8	26	82	7	22	68	6	26	84	7	22	68	6	2.5
3		G	15	11	3	16	12	3	13	8	2	14	14	3	11	1	1	13	6	2	1.4
4		B	15	11	3	15	8	2	13	8	2	15	18	3	13	8	2	15	16	3	1.4
5		B	15	11	3	15	8	2	13	8	2	18	42	5	13	8	2	17	34	4	1.5
6		B	17	26	4	16	12	3	15	24	4	19	50	5	18	42	5	18	42	5	1.7
7		B	18	38	4	16	12	3	16	32	4	16	24	4	19	50	5	16	23	4	1.7
8		G	23	74	6	22	72	6	19	50	5	30	94	8	19	50	5	16	23	4	2.3
9		G	18	38	4	17	24	4	19	50	5	24	82	7	24	78	7	17	34	4	2.0
10		B	17	26	4	16	12	3	20	54	5	17	34	4	18	42	5	15	16	3	1.8
11		G	19	50	5	19	50	5	15	24	4	26	89	8	30	90	8	16	23	4	2.2
12		B	24	80	7	22	72	6	14	14	3	34	99	9	20	58	5	13	6	2	2.3
13		G	18	38	4	20	58	5	14	14	3	20	56	5	24	78	7	16	23	4	1.9
14		G	22	68	6	21	66	6	13	8	2	22	68	6	18	42	5	16	23	4	1.9
15		B	19	50	5	18	38	4	19	50	5	14	14	3	13	8	2	15	16	3	1.7
16		B	18	38	4	17	24	4	14	14	3	18	42	5	15	22	3	14	11	3	1.6
17		B	19	50	5	16	12	3	18	44	5	24	82	7	19	50	5	16	23	4	1.9

IQ's or other optional information may be recorded in the blank column.

Stanford Achievement Test

ANCHORAGE BOROUGH SCHOOL DISTRICT

Title VI-G, ESEA

June 17, 1974

Follow-up test data for 12 of the 13 children who were in the Pilot Modified Primary Class at Wonder Park during the second semester of 1972-73.

Teacher: Phyllis Matheny
Principal: John Everitt

Peabody Individual Achievement Test

Child's Name	Math	Reading Recognition	Reading Comprehension	Spelling	General Information	Total Test	Placement during the year following Modified Primary
1.	2.4	3.0	2.8	2.8	2.4	2.5	2nd
2.	3.5	2.4	2.7	2.3	4.3	3.0	2nd
3.	2.1	2.6	3.1	2.7	2.4	2.5	2nd
4.	2.9	3.0	2.7	2.5	3.9	2.8	2nd
5.	1.8	1.8	2.0	1.8	1.0	1.6	1st
6.	3.3	3.1	2.7	1.8	4.5	3.0	2nd
7.	2.3	1.5	--	1.4	1.4	1.6	1st
8.	1.8	2.4	1.9	1.8	1.6	1.7	Special Education
9.	3.2	3.6	3.4	2.9	3.6	3.1	2nd
10.	4.0	2.0	3.3	2.2	3.9	3.0	2nd
Mean scores	2.7	2.5	2.7	2.2	2.9	2.5	

APPENDIX C

Parent, Community, and Advisory Council Involvement

Letter received from Diana Anderson, the modified primary teacher at Northwood School, after the Project Director attended a meeting of the parents of the children in her class on March 21, 1974.

EAC

Dr. Smart,

Thank you for you interest in our 'open house.' I appreciated your attendance and concern. I feel it was a step in letting the parents know our interest in their child. Thanks again for coming. Diana

Suggested Topics to Be included in the Session for Parents

7:30 p.m., October 18, 1973

I. Historical perspective concerning the education of children with learning disabilities

II. The increasing involvement of parents and the growth of the Association for Children with Learning Disabilities

III. Recent legislation regarding children with learning disabilities

IV. The role of parents in obtaining desirable legislation

V. Cooperation between parents and school personnel in educating learning disabled children

Alaska Head Start
Special Services Project
3710 EAST 20TH AVENUE, ANCHORAGE, ALASKA 99504

ASKA TREATMENT CENTER
MEDIA DEVELOPMENT
(907) 272-0586
Marion D. Bowles
Co-Director
Terry Muehlenbach
Media Technician

Helen D. Beirne, Ph.D.
Project Director

EASTER SEAL SOCIETY
SPECIAL SERVICES
(907) 274-1665
Lillian E. Vitolo, R.N.
Co-Director
Celia Foley
Training Coordinator

February 22, 1974

Barbara Smart
148 East 9th Ave
Anchorage, Alaska

Dear Barbara,

At last I have a printed and finished "book" to share with you. This "experimental edition" will be used and read for a few months, and then I will correct and revise it a bit before we re-print it.

Your suggestions and ideas were most helpful. It was obvious to me that you gave my writing much attention and thought, and your comments were an important contribution to the overall preparation of this material. Do let me know if you find places where I did not quite express what you were suggesting. And, of course, any other ideas which you now have can be worked into the corrected edition.

We plan to bind it with a heavier cover later and also change the title a little to communicate "learning disabilities" more. The typographical and lay-out errors will be corrected then too.

I still have your copyright information and will return it to you soon. We're working on the forms for that this week.

Thank you so much for your interest and your consultation.

Sincerely,

Michele A. Smith

Michele A. Smith

MAS/lkd

Encl.

COLLABORATIVE GRANTS
Office of Child Development H-0051 A/H0
Bureau of Education of the Handicapped 0-9-110305-4701

TEACHING YOUNG CHILDREN WITH SPECIAL NEEDS

Written by

Michele A. Smith, M.A.

Artist:

Susan Vik

Editor:

Sally Monserud

Technical Consultation:

Barbara C. Smart, Ph.D.

Illustrations:

Michele A. Smith
Marion D. Bowles
Colleen A. Mayer

Student Assistants:

Anne Hayden
Donna Lott

DEVELOPED BY

Early Education Project (P.L. 91-230)
Bureau of Education for the Handicapped U.S.O.E.
Grant No. O.E.G. 0-9-110305-4701

LOCATED AT

Alaska Treatment Center for Crippled Children and Adults
3710 East 20th Avenue
Anchorage, Alaska 99504

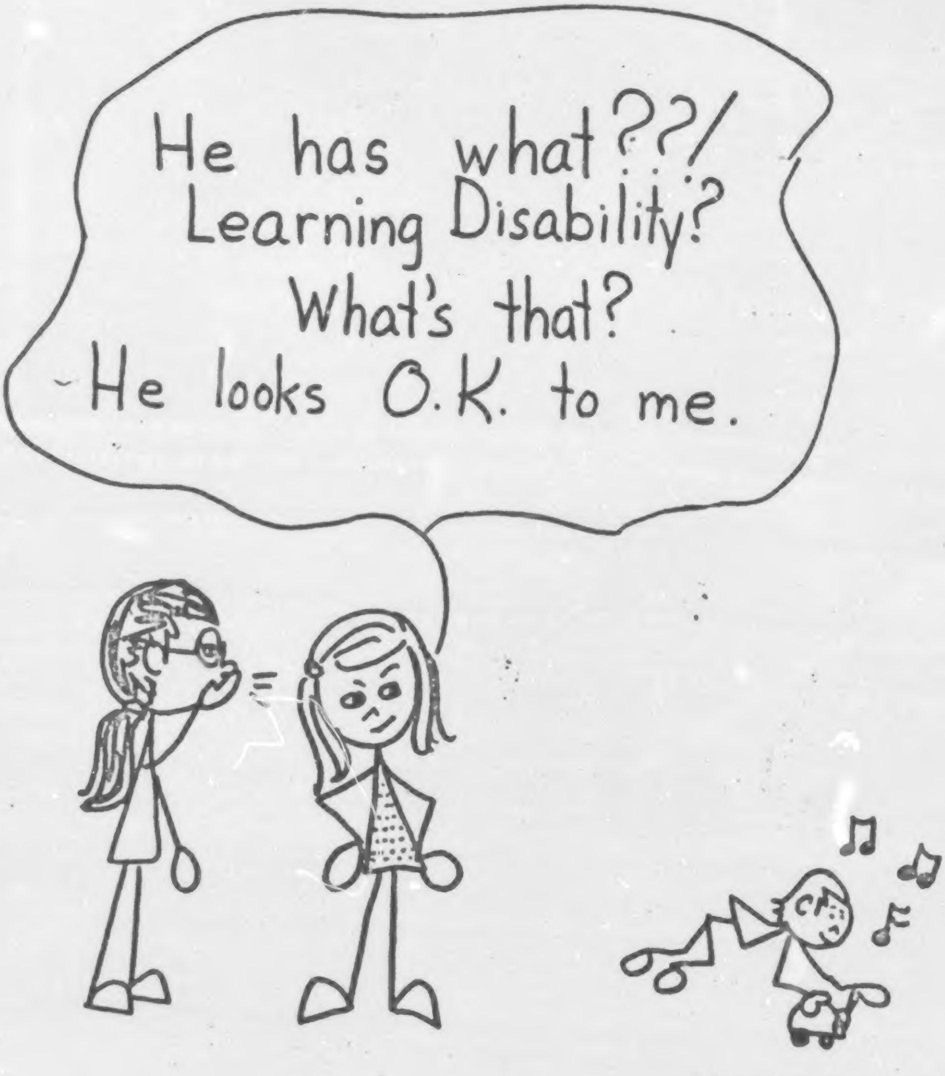
IN COOPERATION WITH

Special Services Delivery System
BEH OCD Grant H-0051 A/HO

Sample page

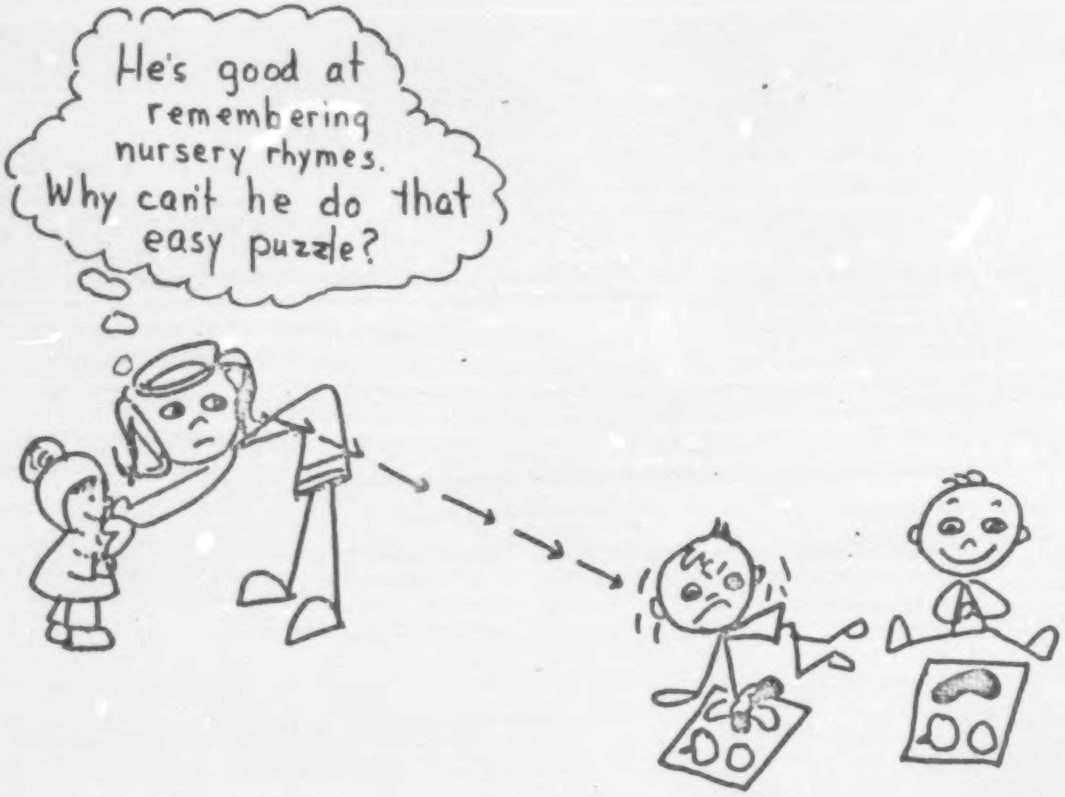
PART I

WHAT IS A LEARNING DISABILITY?


He has what??/ Learning Disability? What's that? He looks O.K. to me.

Sample page

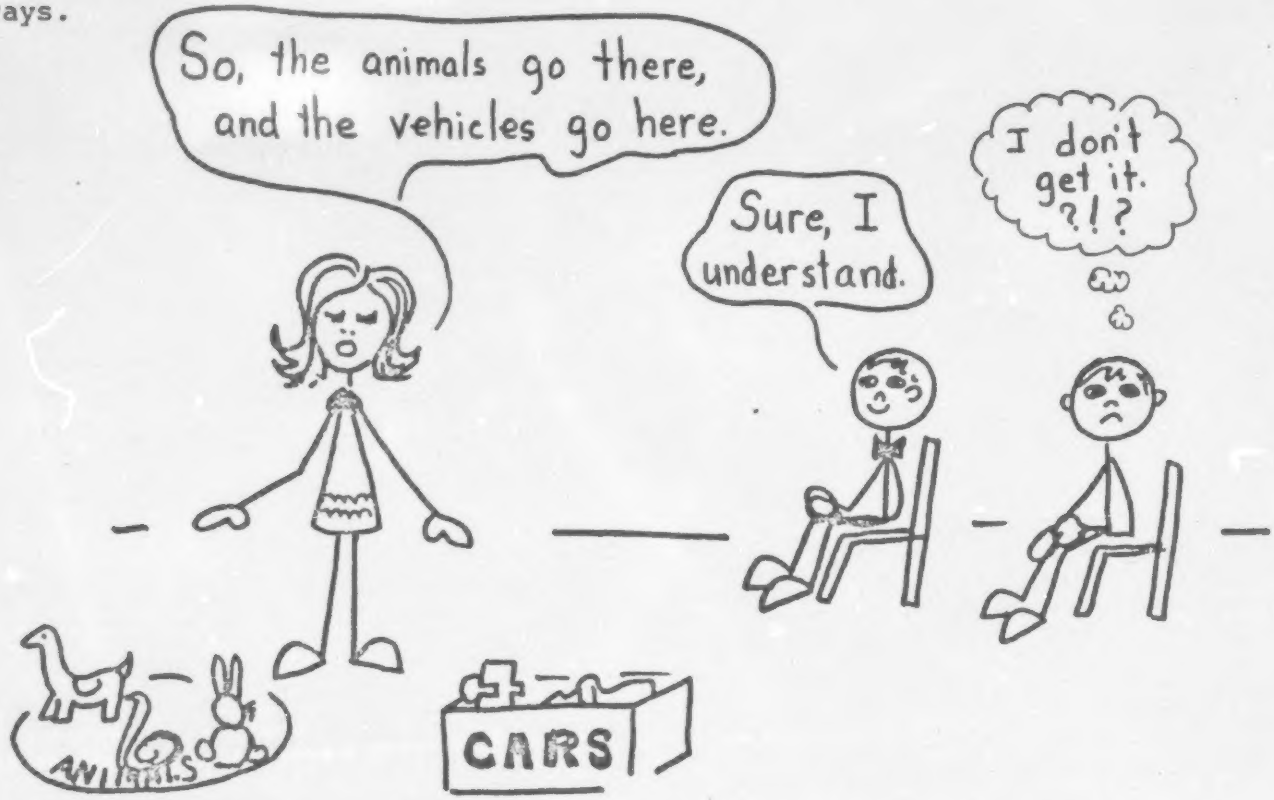
Children learn in different ways and at different rates. Even in very young preschool children, learning differences are often noticed. At three or four some children may have gaps in their development, doing well at many things but showing difficulty with others.


He's good at remembering nursery rhymes. Why can't he do that easy puzzle?

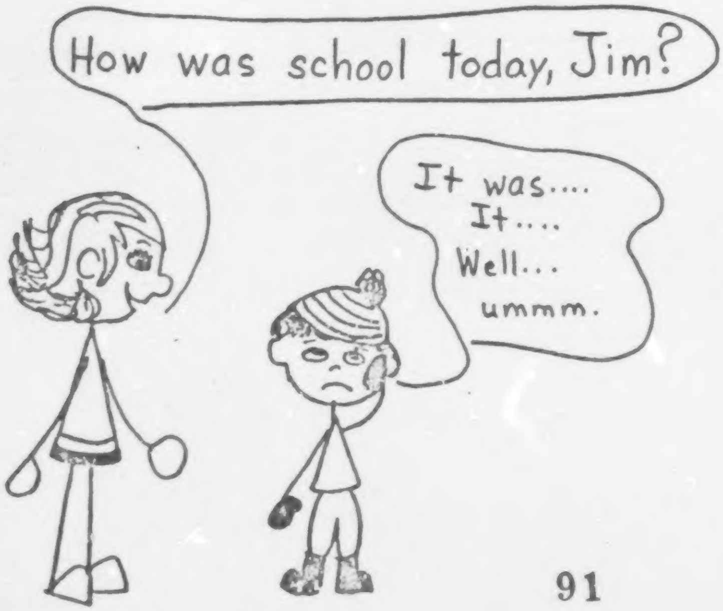
Such children may later suffer more definite effects of specific learning disabilities.

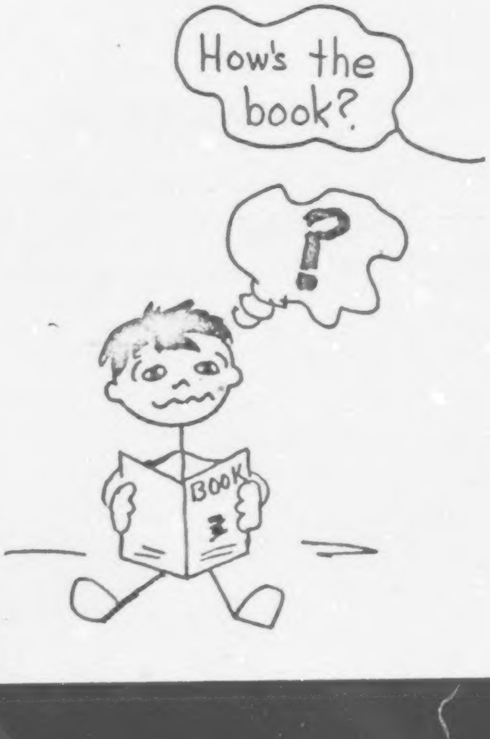
Sample page

A learning disability may affect a child's ability in many ways.


So, the animals go there, and the vehicles go here.
Sure, I understand.
I don't get it. ?!?
ANIMALS
CARS

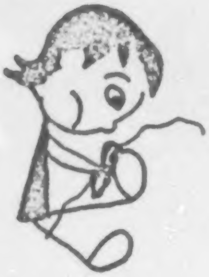
He may have difficulty learning to speak, and it may be unusually hard for him to learn to read, to write, or to spell.

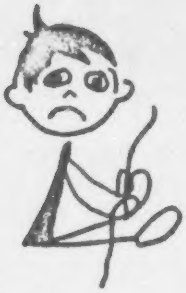

How was school today, Jim?
It was.... It.... Well... ummm.


How's the book?
?
BOOK

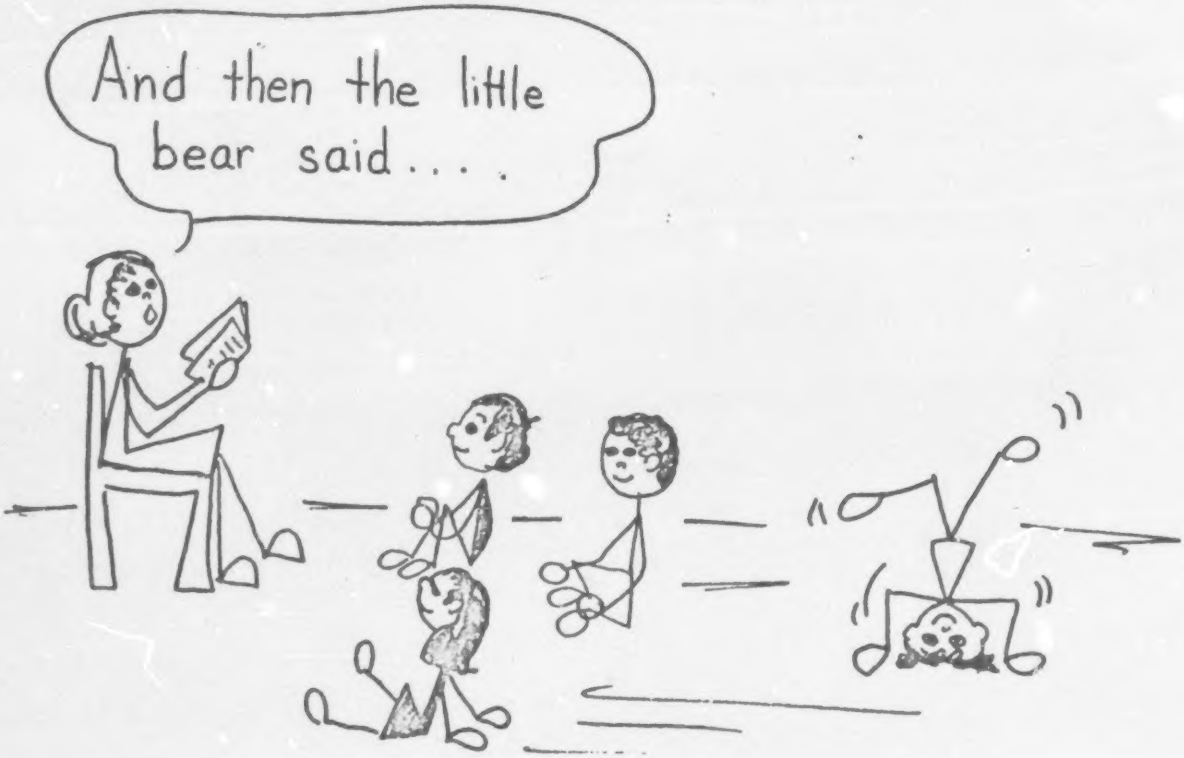
Sample page

may not learn to use his body and his hands in a coordinated way.





He may not be able to listen carefully, pay attention, sit still, or control himself.


And then the little bear said....

From: Smith, Anna B. R., A Survey of Native Parents from 20 Villages in
Alaska to Determine Their Feelings About the Early Identification
of Learning Problems in Young Children's Programs, Master's
Investigative Report, University of Alaska, Anchorage, Alaska,
August, 1974.

children could indeed learn.

Another project concerned with learning problem children and parent involvement has been designed for the Anchorage Borough School District, Anchorage, Alaska. Roger Clyne (1973) states:

> This will include parental involvement in securing developmental family and social data which have been found to influence school functioning (3).

This same project was concerned with the early identification of learning disabilities. Clyne (1973) reported the following:

> Early identification lessens the chances of the failure syndrome which often includes failure, frustration, anxiety, loss of self-esteem, compensatory misbehavior and ultimately the possibility of dropping out of school (2).

Along with other data found, Clyne (1973) agreed there were dangers of early identification establishing a failure expectancy before the child ever began the first grade. However, most projects tried to avoid labeling the children. Most instruction was given to stress the child's strength's while attempting to overcome his deficits.

Eventually, it is hoped, enough research can be gathered to support the need for early identification of learning disabilities.

Other studies indicated parental success in facilitating the remedial instruction of learning-disabled children. Thus, confirming a growing consensus that parental involvement

GREATER ANCHORAGE AREA BOROUGH SCHOOL DISTRICT

INTEROFFICE MEMO

TO: Ms. Dee Nielsen, Art Consultant, Administration Building

FROM: Dr. Barbara C. Smart, Title VI-G Project Director

DATE: October 3, 1973

SUBJECT: ABSD Art Department Workshop

Thank you for asking me to react to your in-service workshop outline. I think you have done a fine job of relating art to the Bush and Giles book, which is recognized as a standard reference in the field of learning disability.

As we discussed in our telephone conversation yesterday, the Bush and Giles book pertains to the sensory-motor skills rather than the academic skills of reading and math; so I would recommend that the words "in reading and math" be omitted in the workshop title. I believe that item #2 would be more appropropriately placed under "Visual Reception" unless someone else would be reading the directions to the children. Item #17 seems to be a visual sequential memory activity. I also took the liberty of adding an item under "Auditory Sequential Memory."

After you have conducted the workshop, I would be interested in knowing how the participants react to it.

Good luck!

BCS/lj

Encls.

CC: Dr. Les Wells
Dr. Ruth Keitz

• • • • • • • • USE THIS FORM FOR YOUR REPLY • • • • • • • • • • •

ALASKA STATE-OPERATED SCHOOL SYSTEM
650 International Airport Road
Anchorage, Alaska 99502

January 10, 1973

Dr. Barbara Smart
Denali Elem. School
148 E. 9th Ave.
Anchorage, AK 99501

Dear Barbara;

We certainly appreciate your allowing us to copy the film. We plan on being able to use it in some of our Native villages. Hopefully we will be able to make the parents aware of the need of early indentification of learning disabilities. I feel that this film is in simple enough language that lay people can understand and become informed.

Nothing definate has been established on Cross Discipline Training. However, I will contact you when concrete plans have been made.

Sincerely,

Martie

Martie Steckman, Director
S.P.A.R.C. Project

MS:cs

Enclosure

The "film" referred to in this letter is the videotape which Dr. Jeanne McCarthy and Frank King made on their first technical assistance visit to the project in October, 1972. The use of this videotape has probably been the most effective dissemination technique available to the project. It has been shown before numerous groups to provide background information on Title VI-G and learning disability leading up to a presentation about the modified primary program by one of the local staff members.

B.C.S.
7-10-74

FFICE MEMO **ANCHORAGE BOROUGH SCHOOL DISTRICT**

Dr. Barbara Smart, Coordinator
Title VI-G
Denali School

DATE: May 17, 1973

Mrs. Etheldra Davis ED
Principal
Ptarmigan School

SUBJECT: Thank You

On April 30, 1973 you presented an overview of the Title VI-G Program for the parents of this school. This gave those present the basic information and background for understanding the program which will be offered at this school.

This effort was of great assistance to us because of the manner in which you presented it. On behalf of the staff, students and community please accept our appreciation for this extra effort. We hope that your busy schedule will allow the opportunity for you to come again.

OFFICE MEMO **ANCHORAGE BOROUGH SCHOOL DISTRICT**

Dr. Barbara Smart, Coordinator
Title VI-G Program
Denali Elementary School

DATE: February 23, 1973

Tommy L. Stewart, Principal
Taku Elementary School

SUBJECT: Thank you

All indications point to a very excellent In-service program. I would like to personally thank you for your contributions in making our day a success.

We appreciate your contributions to our program. We made every effort to show all sides and services made by Special Education. Seems like we did just that.

JAN 24, 1973

Dear Dr Smart

The Anchorage Mothers of Twins wishes to sincerely thank you for your informative talk on learning disabilities. We found it extremely interesting to know that there is a program in our school system to handle such children. Our awareness of the learning disabilities will be helpful to us all as mothers involved in school & the community. Thank you for sharing your knowledge with us.

Sincerely
Terry Davis
Corresponding SEC

APPENDIX D

Staff Development

Modified Primary Project

February 8, 1974

Program Associate's Position

I. In-service training through contacts with modified primary teachers
  A. Individual
    1. Assist with diagnosis leading to prescriptive program for individual children
    2. Provide appropriate materials and help teachers develop educational prescriptions
    3. Help teachers organize room and learning centers
    4. Instruct teachers in the use of unfamiliar materials and rotate the materials among the teachers
    5. Demonstration teaching
    6. Substitute in a modified primary class to allow the teacher to observe other good teachers or attend appropriate workshops
    7. Accompany modified primary teachers on observation trips to provide opportunities for informal training through conversations during travel and to allow the observations to be structured

  B. Group
    1. Regular meetings with project teachers to provide information concerning
      a. Learning disabilities
      b. Materials
      c. District services, such as the ASEIMC
      d. Individualized instruction
      e. Diagnostic-prescriptive techniques

II. Materials
  A. Locate and prepare ordering information for materials consistent with the Basic Competencies Checklist (modified primary curriculum)
  B. Assist teachers in locating materials consistent with the curriculum

III. Screening and Evaluation

  A. Group
    1. Assist with the interpretation of screening results and selecting children for placement in modified primary classes
    2. Help teachers interpret and use test data
    3. Assist with the interpretation of post-test data on project children and with determining the appropriate placement for the year following the year in a modified primary class
  B. Individual
    1. Assist teachers with individual evaluations
    2. Evaluate individual children upon referral
      a. Children referred for placement in the program after the general screening has taken place
      b. Children who are recommended for transfer from a modified primary class to special education or to the general program .
      c. Children in modified primary classes who need more intensive diagnosis than the teacher has time or expertise to provide

IV. Parent Contacts
  A. Interpreting test data for parents
  B. Assisting teachers and principals in obtaining parental permission for placement
  C Assisting teachers in organizing parent volunteers

TECHNICAL ASSISTANCE VISIT

Title VI-G, ESEA, Modified Primary Project

Anchorage Borough School District

October 17-19, 1973

Room 18, Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska

Consultant: Dr. Corrine Kass, University of Arizona, Tucson, Arizona
Special Guest - Marilyn Johnson, University of Alaska, Anchorage, Alaska

Wednesday, October 17

9:00 - 9:15	Welcome and Introductions
9:15 - 10:15	Historical Overview of the Field of Learning Disability
10:15 - 10:30	Break
10:30 - 11:45	Theories of Learning Disability, with Emphasis on a Theory of Deviance as Opposed to Theories of Development
11:45 - 1:15	Lunch
1:15 - 2:30	Screening for the Identification of Children with Learning Disabilities
2:30 - 2:45	Break
2:45 - 4:00	Topics of Special Interest to Principals Who are Responsible for the Education of Children with Learning Disabilities

Thursday, October 18

9:00 - 10:15	Excerpts from a presentation on "Myths, Mistakes, and Management" in the Field of Learning Disability
10:15 - 10:30	Break
10:30 - 11:45	Principles of Remediation for Specific Learning Disabilities
11:45 - 1:15	Lunch

1:15 - 2:30	Methods and Materials Appropriate for Children with Learning Disabilities
2:30 - 2:45	Break
2:45 - 4:00	Specific Diagnostic Procedures
7:30 p.m.	(Board Room, Administration Building, 670 West Fireweed Lane)
	The Role of Parents in Providing Appropriate Educational Programs for Children with Learning Disabilities

Friday, October 19

7:00 - 8:00	Breakfast Meeting - Council for Exceptional Children (Peggy's Airport Cafe, 1675 East 5th Avenue)
	Recent Legislation Concerning Children with Learning Disabilities
9:00 - 10:15	Methods and Materials Appropriate for Children with Learning Disabilities (continued)
10:15 - 10:30	Break
10:30 -11:45	Competencies of Teachers of Children with Learning Disabilities (Dr. Kass and Mrs. Johnson)
11:45 - 1:15	Lunch
1:15 - 2:30	Videotape of Willow Crest - Campbell Modified Primary Class Mrs. Lucille Shoup and the Children at Willow Crest School
	(Remarks and Discussion: Dr. Kass and Mrs. Denice Clyne)
2:30 - 2:45	Break
2:45 - 4:00	Summary and Evaluation
	A. Closing Remarks
	B. Response to any questions submitted to Dr. Kass
	C. Evaluation of the Workshop

Excerpts from Course Notes

Ed. 693 - Sec. 71: Theories of Learning Disabilities
University of Alaska
July 16 - 27, 1973

Dr. Corrine Kass

I. Historical Overview of the Field of Learning Disability

A. History of the definition of learning disability

B. The "elder statesmen" in the field and how the kinds of programs that were developed relate to their philosophies

II. Theories of Learning Disability, with Emphasis on a Theory of Deviance as Opposed to Theories of Development

A. Contrast between normal development and learning disability as it is characterized by deviance

1. The Kass Theory of learning disability as deviance

a. The four concepts which much be present for the construct of learning disability to be valid

1) Deviation
2) Expected normal achievement
3) Handicap through life
4) Dysfunction within the individual

B. The five levels of learning

1. Sensory orientation
2. Memory
3. Recognition
4. Expression
5. Synthesis

C. How learning disability presents itself at different ages with particular emphasis on the pre-school and early primary years

III. Screening for the Identification of Children with Learning Disability

A. Screening on the basis of a theory with a very brief reference to the Bayesian statistical methodology

B. Screening on the basis of decisions by a committee

C. The use of screening instruments, with comments concerning the Alaska Learning Disabilities Ranking Scale

D. Screening by teacher referral

IV. Specific Diagnostic Procedures

   A. Specific tests and parts of tests which are the most diagnostic of learning disability

   B. How to interpret test data

   C. What to do with test data after it is obtained

   D. Inadvisability of testing unless there is some possibility of remedying the deficits identified by the diagnosis

   E. The role of the multi-disciplinary team in the diagnostic process

V. Excerpts from a Presentation on "Myths, Mistakes, and Management" in the Field of Learning Disability

VI. Principles of Remediation for Specific Learning Disabilities

   A. Relationship between states of awareness and dysfunctions

   B. Steps in Remediation

   C. Difference between remediating a deficit and teaching compensation for the deficit - How to know when to remediate and when to teach compensation

   D. Necessity for concerned detachment and avoidance of an undesirable symbiotic relationship between the teacher and the child

   E. Individualization within a group setting

   F. The importance of accuracy and precision in teaching the early skills

   G. The use of pressure in remediation

      1. Being sure that the child can actually perform the task

      2. Pressuring until success is experienced

   H. Avoidance of overloading a single lesson with several related skills, concepts, and higher thought processes

   I. Contrast between direct teaching in remediation and an exploratory, experimental, discovery approach in developmental teaching

VII. Methods and Materials Appropriate for Children with Learning Disabilities

- A. Prespective for judging the merits of any specific program of remediation
- B. Discussion of specific personalities and the methods they developed and their impact on the field of learning disability
    - 1. Clinical-theoretical
    - 2. Behavioral
    - 3. Academic
    - 4. Medical
- C. Publishing companies and the programs they market
- D. The importance of teacher-made materials in relation to the time available for making them and the expertise and resources of the individual teacher
- E. The place of games, puzzles, and materials in remediation - focusing on the skill being taught rather than the interest or cleverness of the activity
- F. Bibliography of textbooks and general reference materials

VIII. Competencies of Teacher of Children with Learning Disability
(Dr. Kass and Mrs. Johnson)

- A. Knowledge
    - 1. Terminology
    - 2. Names
    - 3. Dates
    - 4. Important events
    - 5. Issues and ideas
    - 6. Minimal statistical background for understanding literature and interpreting test data

B. Comprehension

  1. Summarization
  2. Interpretation
  3. Relating data to specific theories
  4. Devising diagnostic and remedial hypotheses from data
  5. Formulating a personal philosophy regarding learning disability

C. Application

  1. Methods
  2. Techniques
  3. Selection and use of materials
  4. Dealing with children

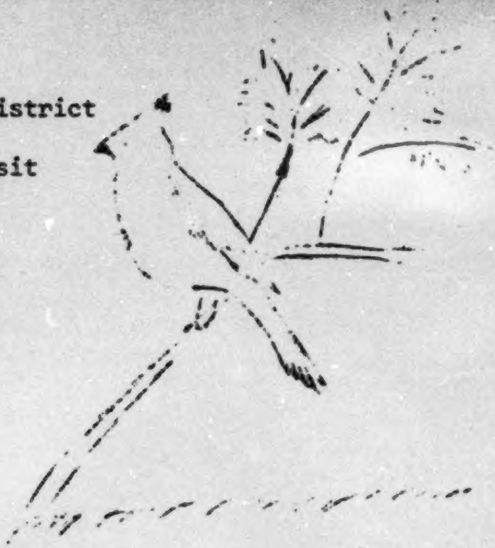
Title VI-G, ESEA

Anchorage Borough School District

Technical Assistance Visit

Dr. Harold McGrady

April 1 - 2, 1974



April 1		Location
9:00 - 10:30	Conference: Dr. McGrady Title VI-G Project Staff	Title VI-G Office Denali School
10:30 -10:45	Break	
10:45 - 11:45	Conference: Dr. McGrady Mr. Clyne	Title VI-G Office Denali School
11:45 - 1:15	Lunch	
1:15 - 1:30	Travel	
1:30 - 3:00	Conference: Dr. McGrady Mr. Fay Dr. Anderson Title VI-G Project Staff	Mr. Fay's Office Administration Building
3:00 - 4:30	Free	
4:30 - 6:30	Open Meeting Topic - A Longitudinal Study of Aphasia from Childhood into Adolescence, Dr. McGrady Teachers of the Modified Primary Classes Title VI-G Project Staff Students from university classes on learning disability and psychology Speech Therapists Other interested individuals	Whaley Center
7:00	Curling Host: Mr. Henry Gallant	Anchorage Curling Club

April 2		Location
8:00 - 9:15	Conference: Dr. McGrady Title VI-G Project Staff	Title VI-G Office Denali School
9:15 - 9:45	Travel	
9:45 - 11:00	Television Interview - Norma Goodman Show Dr. McGrady Dr. Smart	Station KTVA 1007 West 32nd Ave
11:00 - 11:45	Conference (Continued) Dr. McGrady Title VI-G Project Staff	Title VI-G Office Denali School
11:45 - 1:15	Lunch	
1:15 - 1:30	Travel	
1:30 - 3:00	Meeting with Elementary Principals Topic - The Principal's Role in Providing an Appropriate Educational Program for Potentially Learning Disabled Children in the Primary Grades and Expanding the Modified Primary Project in Anchorage, Dr. McGrady and Dr. Smart Title VI-G Project Staff Elementary Principals Other Administrators	Whaley Center
3:00 - 3:30	Break	
3:30 - 4:30	Meeting with Modified Primary Teachers Topic - Language Evaluation as the Basis for Language Teaching, Dr. McGrady Modified Primary Teachers Title VI-G Project Staff	Room 1, Whaley Cent (Modified Primary R
7:30 - 9:30	Open Meeting Topic - The Educational Significance of Delayed Language Development, Dr. McGrady Parents of Children in Modified Primary Classes Members of the Association for Children with Learning Disabilities Members of the Council for Exceptional Children Modified Primary Teachers Title VI-G Project Staff Other interested individuals	Whaley Center

Suggested Topics to Be Included in the Session for Principals

2:45 p.m., October 17, 1973

I. Brief overview of background information concerning learning disability

II. The concept of "learning disability" as an actuality in contrast with "immaturity" or a condition that can be cured "once and for all"

III. Why special provisions for learning disabled children are necessary

IV. Considerations with regard to class size, special equipment, etc.

V. Realistic costs for educating learning disabled children

VI. Some competencies of teachers of children with learning disability

VII. Comments contrasting the training of learning disability specialists with that of librarians and reading teachers

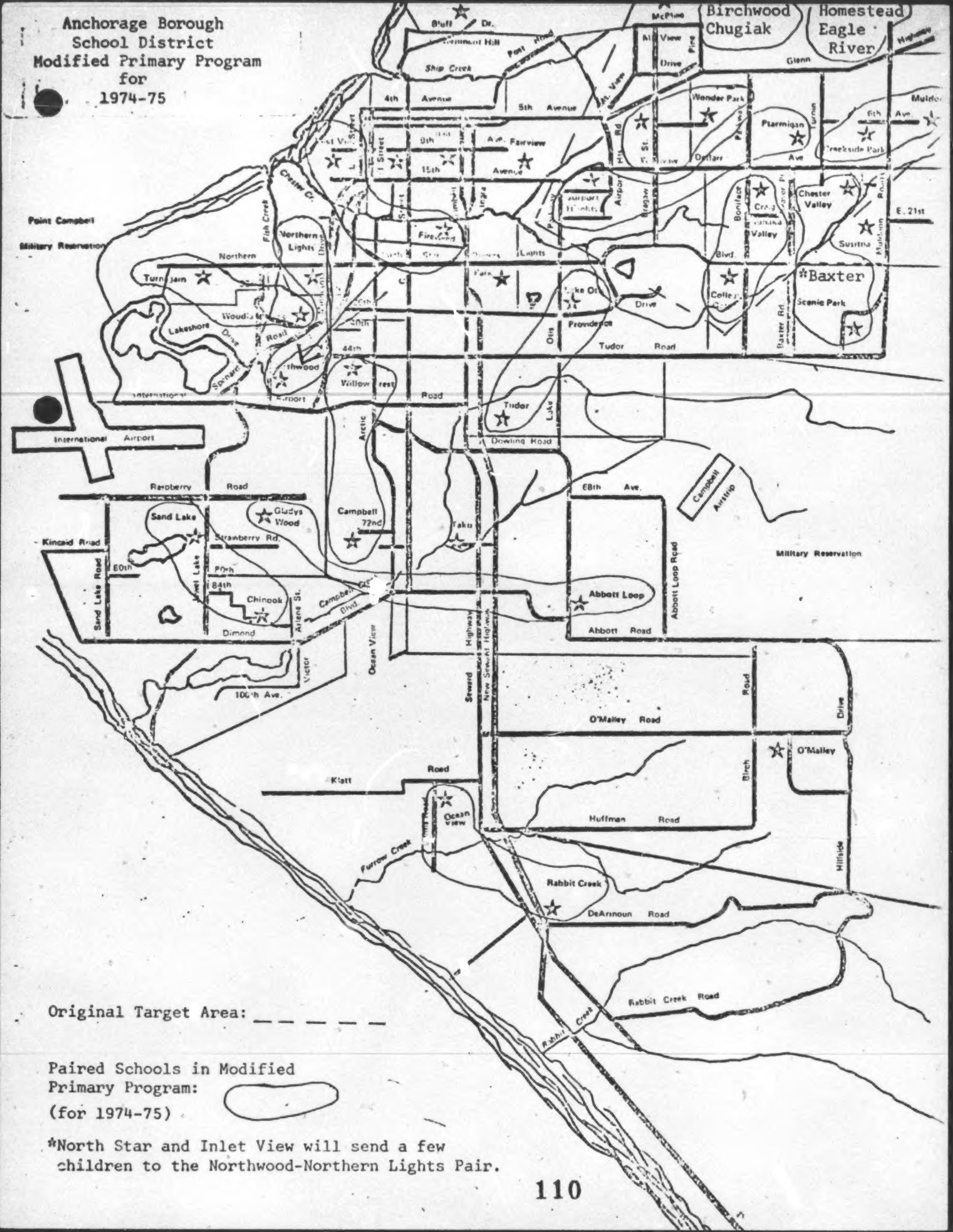
VIII. Legislation in other states

IX. Lawsuits, if any, that are pertinent to the field of learning disability

APPENDIX E

Replication Activities

Anchorage Borough
School District
Modified Primary Program
for
1974-75


Birchwood
Chugiak
Homestead
Eagle
River
Bluff Dr.
McPhee
Air View Drive
Glenn Highway
Post Road
Ship Creek
4th Avenue
5th Avenue
Mt. View
Wonder Park
Muldoon
6th Ave.
Ptarmigan
Turner
Creekside Park
9th
Fairview
15th Avenue
L Street
I Street
Debarr Ave
Chester Cr.
Fish Creek
Point Campbell
Military Reservation
Northern Lights
Airport Heights
Airport
Bragaw
Boniface
Craig
Chester Valley
E. 21st
Fireweed
Northern
Northern Lights Blvd.
Turnagain
Woodland
Lakeshore Drive
Spenard
Road
Northwood
44th
Willow Crest
Lake Otis
Providence
College
Baxter
Scenic Park
Drive
Tudor Road
Baxter Rd
Susitna
Lake
International Airport
Airport Road
Tudor
Dowling Road
Arctic
68th Ave.
Campbell Airstrip
Raspberry Road
Sand Lake
Gladys Wood
Campbell
72nd
Taku
Kincaid Road
Strawberry Rd.
80th
84th
Jewel Lake
Sand Lake Road
Chinook
Campbell
Arlene St.
Dimond
Abbott Loop
Abbott Road
Abbott Loop Road
Military Reservation
Victor
100th Ave.
Ocean View
Seward Highway
New Seward Highway
O'Malley Road
Road
Drive
O'Malley
Birch
Klatt Road
Ocean View
Huffman Road
Furrow Creek
Hillside
Rabbit Creek
DeArmoun Road
Rabbit Creek Road
Rabbit Creek

Original Target Area: — — — — —

Paired Schools in Modified Primary Program:

(for 1974-75)

*North Star and Inlet View will send a few children to the Northwood-Northern Lights Pair.

CITY AND BOROUGH OF JUNEAU SCHOOL DISTRICT
1250 GLACIER AVENUE • JUNEAU, ALASKA 99801

April 4, 1974

MEMORANDUM

TO: All Elementary Principals

FROM: John Symons and Hal Vrooman

SUBJECT: Inservice for Modified Primary

On April 8 and 9 Denise Clyne will be here to conduct a series of inservice activities related to the modified primary proposal which has been submitted by this district. The Following times have been established for Ms. Clyne to work with our staff.

TIME	PLACE	PEOPLE	CONTENT
1:00 2:30	Room 11 at Auke Bay	Special Ed Teachers from Auke Bay and Glacier Valley	Theory behind the modified primary program and the experience the Anchorage school district has had to date.
3:00 4:00	Room 11 at Auke Bay	Classroom and Special Ed Teachers from Auke Bay and Glacier Valley	Overview of the Modified Primary, Instructions on how to administer and score the ALDRS Test.
9:30 11:00	IMC at Harborview School	Elementary Administrators	History of Title VI-G, Relationship to L.T.I. in Tucson. Theory behind the modified primary program, Review of the Anchorage project and results to-date, Procedures for screening students and establishing priorities.
1:00 2:30	IMC at Harborview School	Special Ed Teachers from Harborview, Gastineau and Capital	Theory behind the modified primary program and the experience the Anchorage school district has had to date.
3:15 4:30	IMC at Harborview School	Classroom and Special Ed Teachers from Harborview, Gastineau and Capital	Overview of the Modified Primary, Instructions on how to administer and score the ALDRS Test.

ACCREDITED BY NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

PLEASE USE AIR MAIL TO ALASKA

The screening of the kindergarten and first grade students in each school will be done during the week of April 15-19, 1974. During the last week in April, each special education team will set up a staffing to determine priority rankings on possible candidates. Ms. Clyne will be available to assist in these sessions. This information will enable us to contact parents and obtain consent for their children to be in this project during the last month of this project during the last month of school. Even if the modified primary proposal is not funded, we will still be trying to provide some kind of service to these high risk students.

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

October 2, 1973

Robert W. Seims, Principal
Swanson School
P. O. Box AB
Palmer, Alaska 99645

Dear Bob:

I have put together a packet of some of the materials we handed out at the workshop we held last spring for personnel from the districts in which the Title VI-G Modified Primary Project might be replicated. In addition, I have copied some of the lists of materials which were ordered for the classes in Anchorage. Perhaps this will give you an idea of some of the things the teachers in our program are using and provide you with sources and prices.

As I mentioned during your visit, we have scheduled a workshop on October 17 - 19 with Dr. Corrine Kass from the University of Arizona. Dr. Kass is nationally known in the field of learning disability. She will be working directly with the seven Anchorage teachers, and I believe that Mrs. Bartko would find the workshop to be interesting and beneficial. The workshop will start at 8:30 on October 17 in room 18, Denali School, and will last until approximately 4:30 each day. A session especially for the principals is tentatively scheduled for about 2:30 on October 18. Mrs. Bartko, you, and Bruce DeMond are invited to attend the workshop if you can arrange to have the time. A specific agenda will be sent to you as soon as we have it ready.

I enjoyed talking with you and Bruce. Please let us know if we can be of further assistance to you.

Sincerely,

Barbara C. Smart, Ph. D
Title VI-G Project Director

BCS/lj

Encl.

CC: Margaret Bartko
Bruce DeMond
[illegible]

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

November 13, 1973

Mrs. Margaret Bartko
Swanson School
Matanuska-Susitna Borough Schools
P. O. Box AB
Palmer, Alaska 99645

Dear Margaret,

In answer to your note requesting information about materials for your modified primary classroom, I am sending you copies of some of our requisitions which will give you order numbers and prices. Of course, you will have to adjust quantities to fit your situation in Palmer. Earlier this fall I gave Bob Seims some similar material which you might find useful. Perhaps you will find other things you can use, particularly at the kindergarten level, in the enclosed catalogs. We are also getting some good results with some ditto materials from Fearon Publishers. Denice Clyne has correlated them with the arithmetic skills on the skills list we have developed. They can be ordered as follows:

Fearon Publishers
6 Davis Drive
Belmont, California 94002

Pacemaker Arithmetic Program - Readiness - Part A	$38.00 per set
Pacemaker Arithmetic Program - Readiness - Part B	$55.00 per set

When you finish with the catalogs, please return them to me because I don't have duplicates and might need them again.

Do let me know if we can be of further help to you.

Sincerely,

Barbara C. Smart, Ph. D.
Title VI-G Project Director

BCS/lj

Encl.